

JUNEAU  
KETCHIKAN  
SITKA



UNIVERSITY OF ALASKA SOUTHEAST

## Campus Master Plan 2012

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## Introduction

The University of Alaska Southeast (UAS) is a dynamic, student-focused regional university with academic and workforce development programs that serve both Southeast Alaska and communities across the State of Alaska. UAS has nearly 4000 students and is one of three main academic units within the University of Alaska system. The largest campus is located in Alaska's state capital of Juneau, which has a population of 32,000. Two community campuses are located in Ketchikan (population 13,600) and Sitka (population 8,900). UAS' student population includes over forty percent enrolled in UAS programs at a distance using a robust array of eLearning/online resources.

## UAS Mission & Core Themes

The mission of UAS is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska. UAS' vision is to be recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the environment and cultures of Southeast Alaska. Programs offered at UAS range from certificates and associate-level degrees—typically offered by community colleges—to baccalaureate and Masters degrees. As part of its accreditation through the Northwest Commission on Colleges and Universities (NWCCU), UAS has identified four core themes that guide its programs, plans, and priorities: Student Success; Teaching and Learning; Community Engagement; and Research and Creative Expression.



Photo 3.1 Painting by Ray Troll

## MISSION

*The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.*

## CORE THEMES

*Student Success*

*Teaching and Learning*

*Community Engagement*

*Research and Creative Expression*

## SDI THEMES

*Improve Student Achievement*

*Enhance K-12 Partnerships*

*Increase Industry Partnerships*

*Expand Research and Development*

*Improve Accountability to Alaskans*



Photo 3.2 Juneau Auke Lake



Photo 3.3 Sitka Campus

### Looking Forward: The UAS Campus Master Plan 2012

This University of Alaska Southeast 2012 Campus Master Plan is derived from the UAS mission and four core themes, its vision, and the UA Statewide Strategic Direction Initiative (SDI) themes. The Plan guides and shapes the physical environment of all three UAS campuses and the services they provide. It builds on the exceptional physical and cultural environments of Southeast Alaska; a magnificent location in the coastal temperate rainforest of the North Pacific where deep glacial fjords and bays are interspersed with densely-forested islands rich with wildlife and fishery resources. The original peoples of this region—Tlingit, Haida, Tsimshian—have lived here for thousands of years. Contemporary communities are diverse and modest in size but are rich in history and in economic and cultural activity. The region’s economy today is centered on fishing, mining, tourism, and government employment. It is a region of abundant natural resources, resilient communities, and great beauty.

This plan focuses on distinctive campus environments in the Juneau, Ketchikan, and Sitka campuses. While all three campuses are part of one integrated regional university, each campus has a distinct role in serving these relatively-remote coastal communities. Juneau is the only campus with student housing. As part of their community campus responsibilities, Sitka and Ketchikan campuses play a prominent role in providing quality eLearning/online degree programs, such as the Bachelor of Liberal Arts, Associate of Arts, and Associate of Applied Science in Health Information Management. They also serve their communities with locally-based courses in the arts, sciences, and humanities.

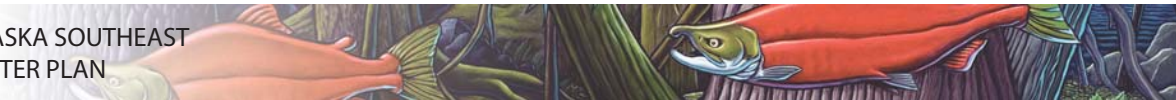
Importantly, each campus is engaged in workforce development that meets the needs of Southeast Alaska’s economy—to include programs like the Juneau-based Center for Mine Training and Construction and Diesel Technologies, Ketchikan’s Marine Transportation program, or Sitka’s Fisheries Technology and Law Enforcement programs. Each of these workforce programs has special facilities needs that are addressed in this Plan. Many of these programs are offered in partnership with business, industry, schools, and governments—partnerships that leverage fiscal and human resources in support of shared goals.



Photo 3.4 Ketchikan Campus

### Compliance with UA Board of Regents’ Master Planning Policy

- One: Projected Enrollment - Section 3
- Two: Land Acquisition and Disposal - Section 2
- Three: Infrastructure and Utilities - Section 2 and 4
- Four: Demolition - Section 2
- Five: New Facilities - Section 4 and 5
- Six: Landscaping - Section 5
- Seven: Open Spaces - Section 4
- Eight: Signage - Section 5
- Nine: Guidelines - Section 5
- Ten: Energy, Environmental and ADA - Section 4 And 5
- Eleven: Community Land Use Planning - Section 2
- Twelve: Capital Projects - Section 5





Alignment Of Campus Master Plan With UAS Core Themes

This Plan is designed with the UAS mission and core themes clearly in mind. It is a dynamic document that engages the broader UAS community in identification of existing and anticipated conditions in light of changing local, regional, and statewide education and training needs. As a major planning tool for future campus development, it invites “continuous improvement” in responding quickly and flexibly to emerging needs and opportunities. The Plan will be used in guiding, developing, and evaluating capital funding needs, designing new facilities and re-purposing those facilities already in place, and in enhancing the built and natural campus environments.



Figure 3.1 Juneau Auke Lake Campus Core

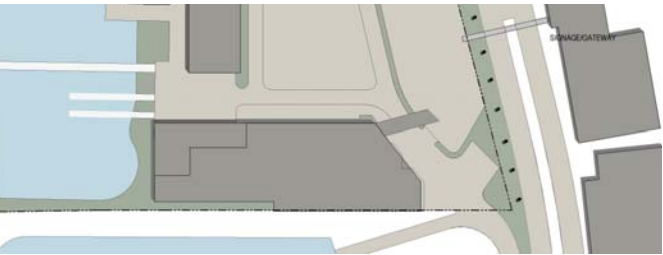


Figure 3.2 Juneau Technology Education Center

1) STUDENT SUCCESS

- Design attractive and inviting facilities to enhance student retention and success
- Create campus spaces that integrate active learning, engaged teaching, and community wellness
- Increase opportunities for student activities, both indoor and outdoor
- Provide spaces for group discussion, study, and gatherings associated with meals
- Design centrally-located student housing in Juneau to enhance student life and community engagement
- Provide prominent spaces highlighting student accomplishments and success
- Showcase the environmental assets of each campus (views, open space, trails)
- Provide accessible services for campus-based, commuter, and online students

2) TEACHING AND LEARNING

- Design facilities that enhance flexible delivery of eLearning and blended/hybrid programs
- Provide quality facilities that enhance distinctive UAS programs and assets
- Create inviting interior spaces that encourage and promote a sense of campus community
- Consolidate dispersed facilities into integrated academic neighborhoods
- Design and construct facilities that promote eLearning and active, engaged learning
- Integrate cultures and environments of Southeast Alaska into facility and landscape design

3) COMMUNITY ENGAGEMENT

- Design facilities with attention to safety and security for all members of the UAS community
- Construct facilities that advance UAS’ role as major economic contributor in SE Alaska
- Develop venues for community events that engage university and broader communities
- Share facilities with community partners in support of shared vision and goals
- Capitalize on proximity of UAS facilities to adjacent high schools/educational partners
- Create a distinctive UAS identity and identifiable ‘front door’ for each campus
- Integrate discrete campus facilities by use of consistent signage, media, and graphic elements
- Support construction of shared trails and open space adjacent to UAS campuses

4) RESEARCH & CREATIVE EXPRESSION

- Provide integrated teaching/research facilities capitalizing on UAS natural environment
- Create spaces to showcase undergraduate research and creative expression
- Design science/research labs to maximize integration of teaching and research
- Shift Natural Sciences Research Lab facilities to Juneau’s Auke Lake Campus
- Design flexible facilities to allow quick response to evolving research/teaching needs



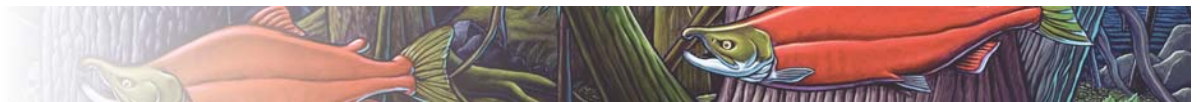
Figure 3.3 Ketchikan Upper Campus



Figure 3.4 Ketchikan Lower Campus



Figure 3.5 Sitka Campus





### Introduction

The University of Alaska Southeast (UAS) is a regional university in the University of Alaska System. Its largest campus is located in Juneau (Auke Lake Campus) and it has extended campuses in downtown Juneau, Sitka and Ketchikan.

The Juneau Campus was created in 1980 when Juneau–Douglas Community College (founded 1956) and the Southeastern Senior College (est. 1972) were merged, forming the University of Alaska Juneau. In 1987 the University of Alaska Southeast was created when it was restructured to include the then Sitka Community College (founded 1962) and the Ketchikan Community College (founded 1954).

The mission of UAS is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.

### Southeast Alaska Region

The campuses of UAS are located within a unique and valuable resource, the Tongass National Forest. Tongass National Forest covers most of Southeast Alaska. It is the largest national forest with 16.9 million acres.

### Southeast Alaska Climate

The University of Alaska Southeast is situated in a temperate rainforest. Precipitation can range anywhere from 55 - 90 inches per year. The number of days with measurable precipitation is 222—with spring being the driest time of year and September and October being the wettest. Temperatures in January average 21°F and highs during winter are frequently above 32°F.



Photo 2.1 Image of Alaska with locations of students served by UAS



Photo 2.2 Tongass National Forest. Source: US Forest Service



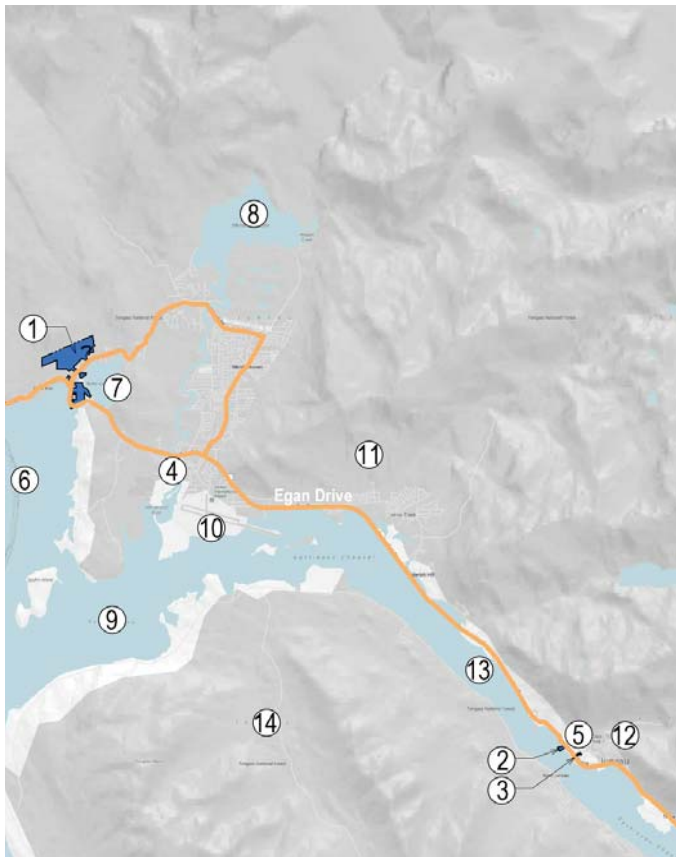


Figure 3.1 Juneau Large Scale Context

- UAS**
- 1. Auke Lake Campus Site
  - 2. Technology Education Center Site
  - 3. Bill Ray Center Site
  - 4. Natural Sciences Research Lab Site
- PARTNERS**
- 5. Juneau-Douglas High School
- CONTEXT**
- 6. Auke Bay
  - 7. Auke Lake
  - 8. Mendenhall Lake/Glacier
  - 9. Fritz Cove
  - 10. Juneau International Airport
  - 11. Tongass National Forest
  - 12. Alaska State Capitol & Government Center
  - 13. Gastineau Channel
  - 14. Douglas Island

# Juneau

## Location and Context

Juneau is Alaska’s capital city and is the largest city and borough in Southeast Alaska (population 31,275). It is nestled between the forested mountains and icefields of the Tongass National Forest and the rich marine waters of Alaska’s Inside Passage. Juneau and northern SE Alaska are the ancestral home of the Tlingit people; they continue to be a significant part of the region’s population today. Gold was discovered in the late 19th century near the present-day city and remains a part of the region’s economic life, with two major underground mines located nearby. Other economic drivers in Juneau include tourism, fisheries, government, and the city’s role as a retail and service center for northern SE Alaska.

The Juneau Campus is the largest of the three within the University of Alaska Southeast, and is the only campus with student housing. Programs include those focusing on workforce development (certificates, occupational endorsements, workforce credentials, non-credit) along with associate, baccalaureate, and masters degrees. Faculty teach in programs offered face-to-face in classrooms, via eLearning (online), and in a variety of hybrid-blended delivery modes. Within the University of Alaska System, Juneau offers special opportunities in the liberal arts, marine biology, environmental sciences, teacher education, accounting, and power technologies. Juneau also houses the UAS Center for Mine Training—a growing center for underground mine training.

UAS Juneau enjoys active partnerships with a host of business, industry, and community partners, including Juneau Economic Development Council (JEDC), Juneau Chamber of Commerce, Sealaska Heritage Institute, Juneau School District, Bartlett Memorial Hospital, Hecla/Greens Creek Mining Company, City and Borough of Juneau, Coeur Alaska/Kensington Mine, Alaska Marine Highway System, Alaska Department of Fish and Game, and many more.

## Juneau Auke Lake Campus:

The Auke Lake Campus is located in a picturesque setting 13 miles from downtown Juneau on Auke Lake, in the traditional territory of the Awk Kwan people. The word “Auke” comes from the Tlingit word meaning “small lake.” The campus is situated near Auke Bay, providing access to both the freshwater lake and rich marine and intertidal waters. The campus property comprises 201 acres of which approximately 25% is fully developed. Student housing is located approximately .5 miles away from the campus core.

## Technical Education Center:

The UAS Technical Education Center (TEC) is located at 1415 Harbor Way in downtown Juneau across from Juneau Douglas High School. The TEC is comprised of two buildings that house programs in the School of Career Education. It includes the UAS Center for Mine Training along with programs in construction technology, power technologies (diesel/auto/marine), and welding. The proximity of the TEC to the nearby high school provides opportunities for shared use of facilities and early-college career pathways for high school students taking college courses. A portion of the TEC site is leased to the City and Borough of Juneau as a commercial haul-out for marine vessels. The lease for this purpose extends to 2021.

## Bill Ray Center:

The UAS Bill Ray Center is a single two-story building located in downtown Juneau at 1108 F Street—one block east of Egan Drive and a few blocks west of the state’s capitol building. The building currently is used primarily by the School of Career Education for health sciences programs, including a Nursing lab and classroom utilized by the University of Alaska Anchorage. Other programs using the building on a regular basis include marine transportation, and mine safety training. The UAF Cooperative Extension Service currently leases space in the building.



Photo 2.3 Juneau Auke Lake Campus



Photo 2.4 Technical Education Center



Photo 2.5 Bill Ray Center



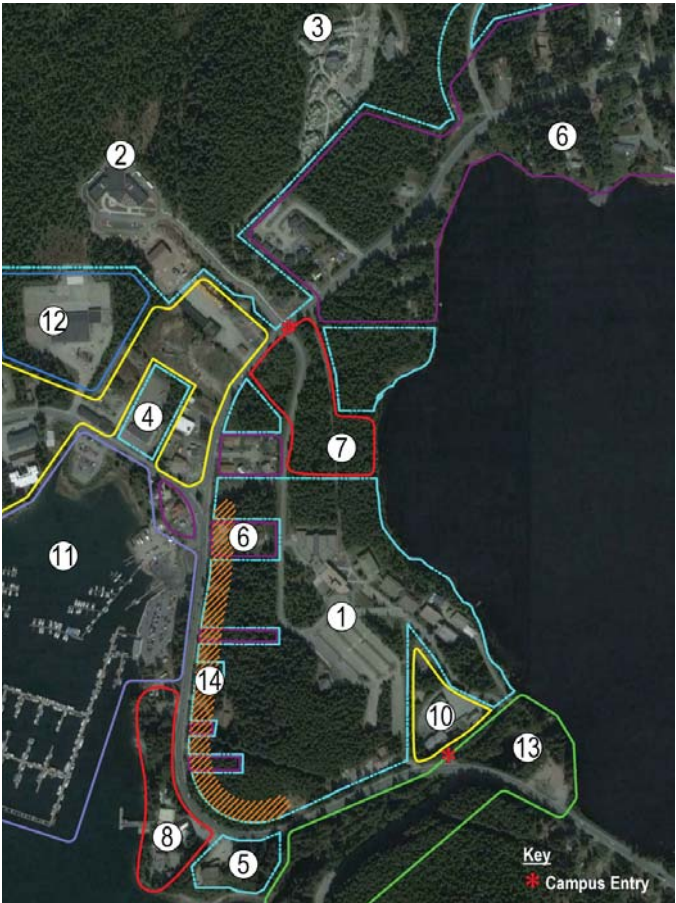


Figure 3.3 Juneau Auke Lake Land Use Diagram



Figure 3.2 Juneau Downtown Land Use Diagram

**Land Use**

The Land Use diagrams illustrate the extent of the campus and outlines the various land uses.

Juneau Auke Lake Campus

The campus core (1) is concentrated in an area adjacent to Auke Lake. Additional campus buildings/areas include Rec Center (2), Student Housing (3), BAS (4), Anderson (5), and NSRL (not pictured).

A diverse number of neighbors surround campus:

- Residential areas (6) to the north and pockets along Glacier Highway.
- Specialty use areas include USFS Juneau Forestry Sciences Lab (7) and NOAA (8)
- Commerical Areas include Bus Depot and a zone west along Glacier Highway (9), Chapel-by-the-Lake (10) and CBJ Statter Harbor (11)
- Institutional areas include Auke Bay Elementary School (12)
- Designated park areas include CBJ Wayside and areas surrounding Auke Creek
- A neighborhood group representing Auke Bay is looking for ways to create a higher density “village” with more pedestrian features and mixed use retail and housing.

Juneau Downtown

Bill RayCenter (1) and TEC (2) are located in a commercial/retail corridor (3) along Egan Drive, with an adjacent institutional zone that is home to Juneau-Douglas High School (4), community pool (5), Alternative High school (6) and Harborview Elementary (7). Housing (8), and Evergreen Cemetery (9) are located to the east. CBJ Aurora Harbor (10) and CBJ Harris Harbor (11) are located to the west.

**Property Acquisition**

Proposed Sites for Acquisition

The purchase of residential properties west of Glacier Highway creates a seamless parcel that would enable building opportunities, and allows consistent strategies to promote visibility and campus presence. Properties should be purchased as they become available.

Commercial Properties north of Mendenhall Loop Road are desirable building locations due to proximity to campus entry and Rec Center. These parcels are relatively flat and previously developed enabling larger facilities.

Potential Forest Service Lease/Partnership

Continue to foster synergies with Forest Service. Opportunities at this parcel include signage for main campus entry.

Chapel-by-the-Lake Lease/Partnership

Continue to foster relationship with Chapel-by-the-Lake shared parking lot arrangement.

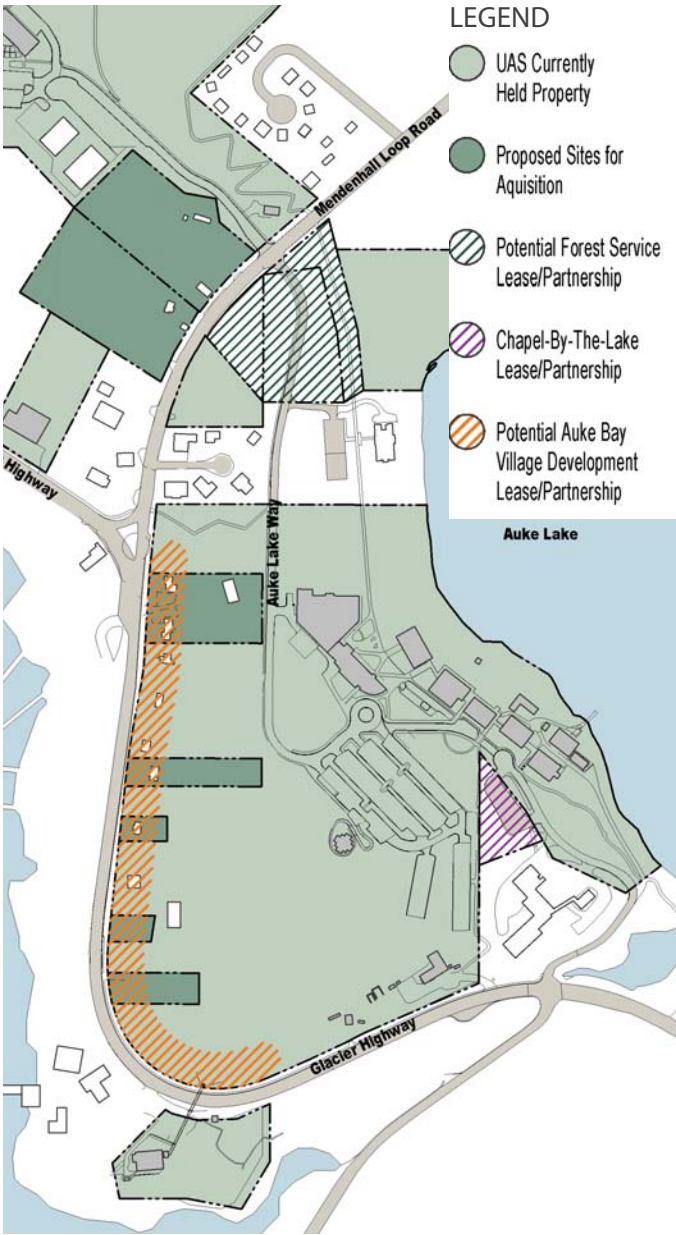


Figure 3.4 Juneau Auke Lake Property Acquisition Plan



EXISTING CAMPUS CONDITIONS



Photo 2.6 Aerial View of Student Housing

Facilities - Building Use

The Building Use diagrams illustrate the existing campus buildings in terms of their primary building use: academic, student support, study, administrative, recreation, facility support, student housing. On the smaller campuses, building use is approximately diagrammed within the buildings, treating them as a “campus within a building.” The intent of the diagram is to understand the building use patterns that currently exist on each campus.

Academic

Academic buildings are primarily located at the campus core on Juneau Auke Lake campus. The Anderson Science Building is located on Auke Bay to enable salt water research. NSRL houses additional lab space and is located south of campus.

Student Support

Student support spaces are distributed across the across Juneau Auke Lake, with the main space on the campus core in Mourant, as well as the Lodge located in the north student housing precinct. The bookstore is located west of the campus core in BAS on Glacier Highway.

Administrative

Administrative space for the Juneau campuses is partially shared between the three campuses and located primarily on Auke Lake campus, though the Technology Education Center and Bill Ray do have additional spaces to support program-specific functions at their individual locations as well.

Recreation

Recreation space is currently limited to the Recreation Center on Juneau Auke Lake campus, which is a shared space with the Alaksa US Army National Guard, as well as two outdoor pavilions, also on Auke Lake campus.

Facility Support

Facility Services is a conglomeration of structures with access of Glacier Highway about 50 yards past the service entrance. The campus central computer / IT services is housed in Whitehead.

Student Housing

Juneau Auke Lake is the only campus that provides on-campus housing. Student housing is located off Mendenhall Loop Road, about .5 mile drive from the main campus entry. Current student housing is comprised of a freshman residence hall, seven buildings containing student apartments and a student lodge. Student apartments have cooking facilities. Students in the freshman residence hall purchase meal cards for meals at the Mourant Cafeteria.

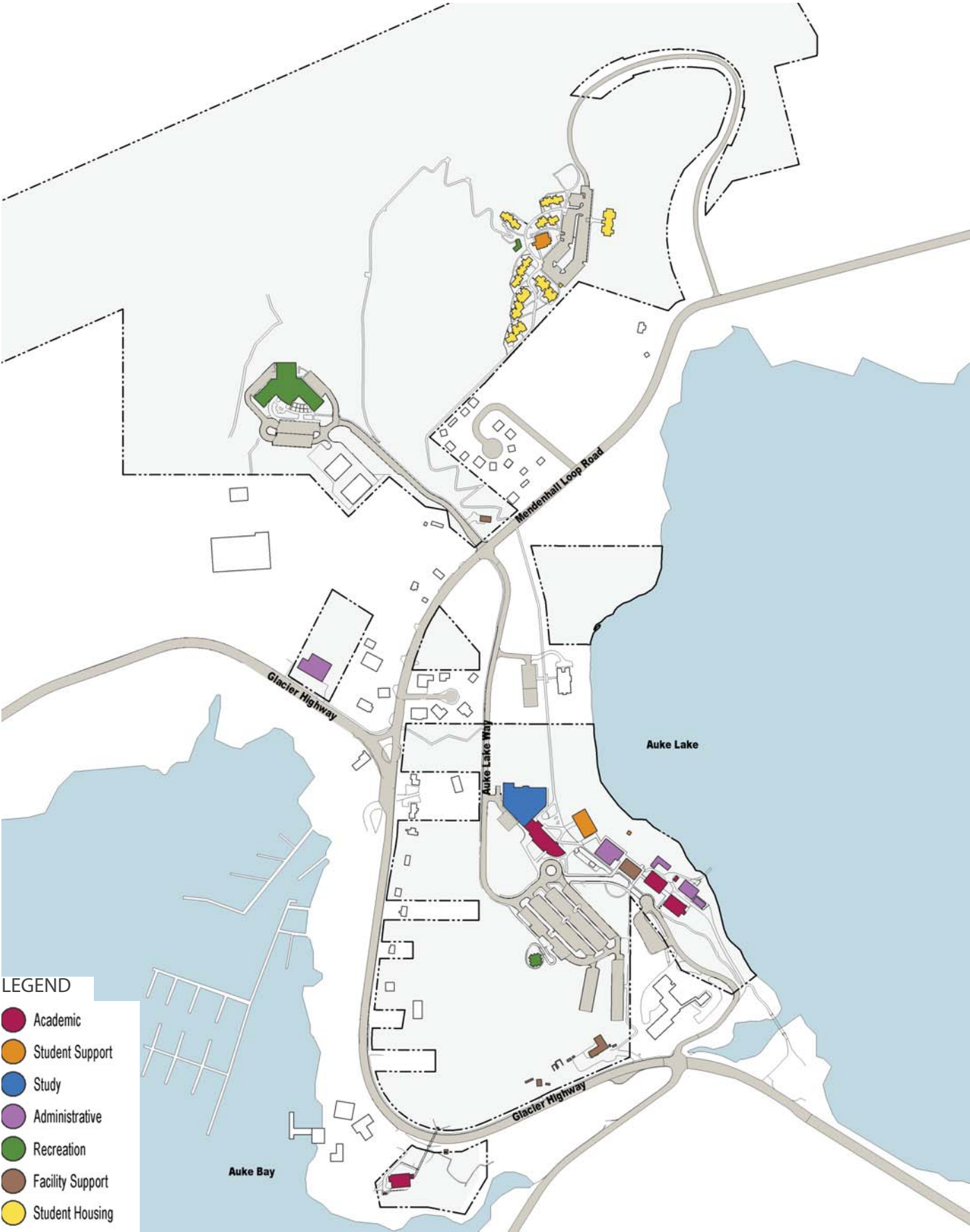


Figure 3.5 Juneau Auke Lake Building Use



EXISTING CAMPUS CONDITIONS



Photo 2.7 Campus Core Buildings



Photo 2.8 Stover House

Facilities - Building Condition

The Building Condition diagrams illustrate assessment recommendations for campus facilities. The recommendations were developed with current input from Facilities Services. Assessment recommendations include five designations: Maintenance and Repair, Renewal, Major Revitalization, Adaptive Reuse, Relocation or Demolition.

Renewal

Student Apartments in the upper campus housing precinct are currently undergoing renewal upgrades.

Major Revitalization

Novatney, Whitehead, Soboleff, and Hendrickson are identified for infrastructure upgrades.

Adaptive Reuse

Mourant and Banfield are under consideration to convert to new uses. Mourant, originally built as an administrative building, could be better served/easily converted from student dining facilities back to administrative. Banfield will be converted from underclassmen residence hall to upperclassmen apartments pending the construction of a new student residence hall. Hendrickson annexes may be repurposed.

Relocation or Demolition

Buildings that are identified for demolition include the Soboleff Annex and Facilities Services Buildings. Soboleff, a temporary modular building, has long since surpassed its intended life span. Its removal also enables a better and higher use for the land adjacent to Auke Lake. The Facilities Services building (Stover) is also identified for future demolition. Vehicular access to the site is difficult because of a sharp turn into a steep driveway. The realignment work proposed by the DOT will virtually cut off the existing access route.

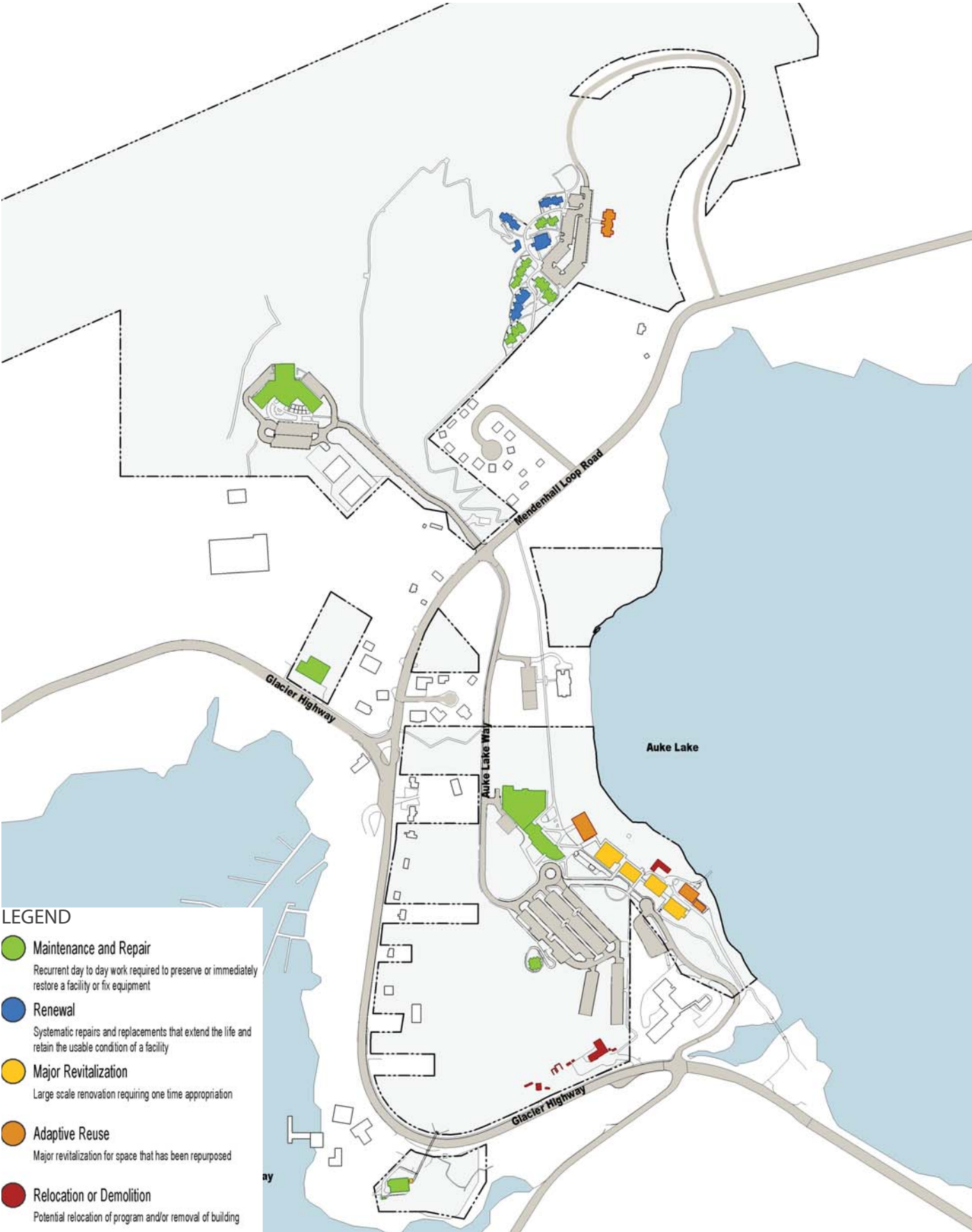


Figure 3.6 Juneau Auke Lake Building Condition





EXISTING CAMPUS CONDITIONS



Photo 2.9 New Campus Greenway

Green Space

Green space is delineated through the following categories: outdoor gathering, campus greenway, informal lawn/clearing, wooded area, recreation, and waterfront zone.

Outdoor Gathering

Outdoor Gathering spaces consist of formal or informal areas where the campus community gathers. The spaces are generally defined by building facades and paved area with maintained landscape plantings, and often include outdoor art and heritage. Juneau Auke Lake campus has two primary outdoor gathering spaces—the gathering area in front of the Rec building, and the courtyard east of Egan Library and Classroom Wing.

Campus Greenway

Based on recommendations from the previous master plan, Juneau Auke Lake campus is nearing the completion of the first phase the Campus Greenway construction. The project included closing Auke Way through the campus core and converting the road to a pedestrian greenway.

Wooded Area

Dense woods are a defining characteristic of campus.

Grassy Areas

Small areas adjacent to building sites within the campus core are maintained as open grass covered clearings. These areas support gathering spaces as well as create open views.

Waterfront Zone

The proximity to the water is another defining characteristic of all campuses. Currently a strong physical or visual connection to the water does not consistently exist, but zones are identified where the opportunity exists to create a meaningful connection.

Campus Pedestrian Corridor

Pedestrian corridors are the primary route used by the campus community, and connect parking, building and open spaces. Corridors connect the campus core with outlying campus buildings through a combination of wide pathways through the wooded areas and traditional sidewalks. These routes are designed to a specific width to address snow removal with defined snow storage areas

Recreation

Recreation areas include both passive and active recreation. A small recreational area is located at the student housing. Additional recreation space includes trails, the dock and access to the lake, wayside rest area, kayaking, and skiing.

Trail

With the recent completion of the Auke Creek Crossing, the pedestrian route on campus connects pedestrians to the “wayside” (CBJ maintained access launch ramp to Auke Lake) and further on to the Auke Lake Trail that extends 1 mile along Auke Lake. Additional informal recreational trails are located behind the rec center and Anderson.

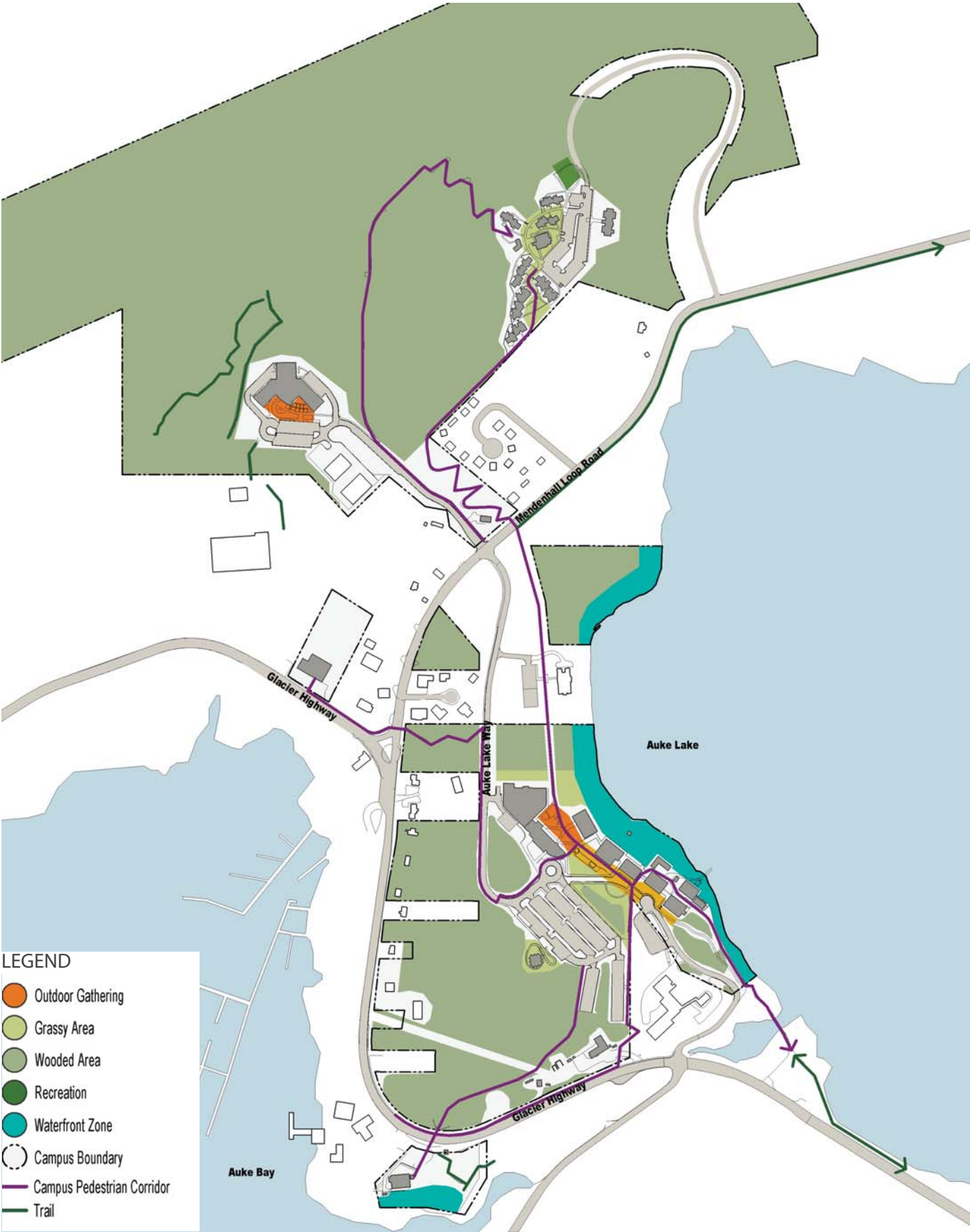


Figure 3.7 Juneau Auke Lake Open Space



EXISTING CAMPUS CONDITIONS



Photo 2.10 Crossing at Main Campus Entry - Ped/Vehicle Conflict



Photo 2.11 Central Parking Lot

Circulation and Parking

The Circulation and Parking diagrams illustrate primary vehicular circulation routes and parking.

Vehicular Circulation

Vehicular circulation is comprised of city streets, campus vehicular corridors, and campus vehicular limited access. City streets are used to connect campuses, such as Juneau Auke Lake and Juneau downtown locations. Juneau Auke Lake’s main vehicular spine has recently been disconnected in order to support pedestrian movement. The connection remains for limited access vehicles, which also share the wide pedestrian paths that lead from the campus core to the housing precinct to the rec facility.

Proposed DOT Re-Alignment

Alaska Department of Transportation is planning several road improvements to Glacier Highway, and Mendenhall Loop Road. Improvements include re-aligning Glacier Highway at the curve southwest of UAS property, and a roundabout at the intersection of Glacier Highway and Mendenhall Loop Road, as well as creating turning lanes at critical cross streets and creating sidewalks along the highway and road.

Parking

Parking on Juneau’s Auke Lake Campus is located primarily at the campus core. These lots are generously sized and can be better utilized as potential building sites. Parking is also shared with Chapel-by-the-Lake. The housing precinct and rec center have ample parking. Parking at Anderson is limited.

Conflict Zone

Safety issues surround pedestrian routes where they cross roadways. These areas occur on Juneau Auke Lake campus where pedestrian routes cross Glacier Highway and Mendenhall Loop Road, to connect from the campus core to Anderson, the bookstore, or to the trail to housing and rec center. These crossings are minimally defined and have limited visibility.

Bus Stop

Juneau Auke Lake Campus is served by the Capital Transit bus system. The primary route borders the campus property around Glacier Highway and Mendenhall Loop Road. An express bus with a limited schedule has a stop at the turn-around at Egan Classroom Wing.

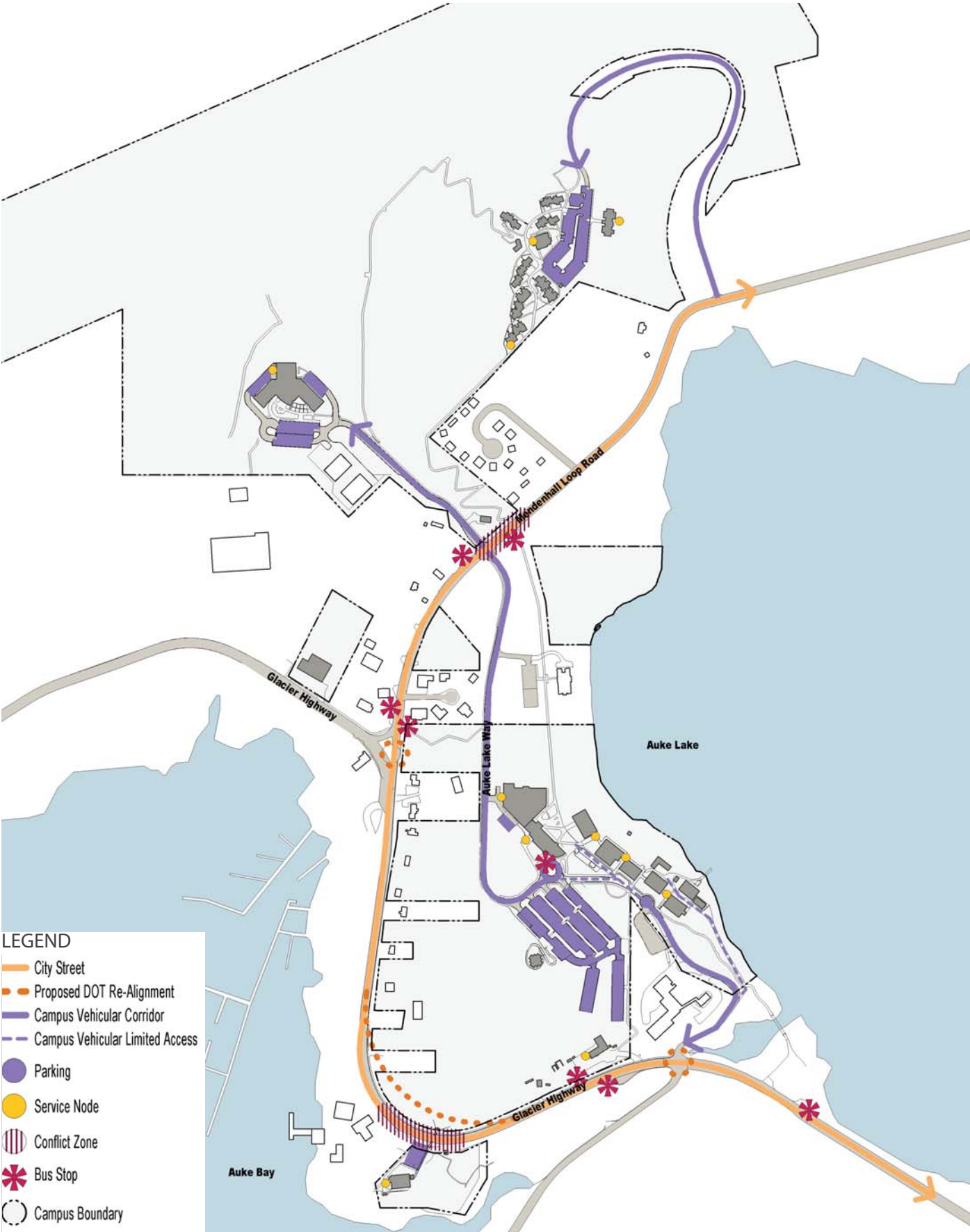


Figure 3.8 Juneau Auke Lake Circulation and Parking



Infrastructure

Auke Lake – Central Campus

Water: A 16 inch CBJ water main serves the “Pump House” on the Mendenhall Loop Rd. Three branches leave the pump house, one to the main campus, one to the Rec Center and one to Student Housing. The pump house maintains overall system pressure and is equipped with a fire pump and emergency generation. Flows are monitored at each building through an automated metering system.

Sewer: All facilities are served by gravity flow to the UAS lift station adjacent to Auke Lake. The lift station transfers all effluent through a UAS force main under Auke Lake Way to the CBJ main sewer system located under Glacier Highway.

Electricity: AEL&P primary power is located in an underground conduit and vault system that bisects the main campus in a North to South direction. Utility wiring is configured in a “loop feed” so that power can be fed from either the Glacier Highway or the Mendenhall Loop Rd. Limited emergency power is provided from the pump house generator and from the Egan Library generator. Future needs: ensure that the IT equipment in the Egan Library/Wing is served by uninterruptable power.

Data/Communications: The utility corridor bisecting the main campus includes dedicated conduits for data and communications. Buildings are interconnected using a combination of single-mode and multi-mode fiber optic cables home running to the Whitehead building. Future needs: single-mode fiber between all buildings. Ideally, the campus would install a secondary fiber infrastructure running to the Egan Wing for business continuity.

Student Housing

Water: Water for domestic use and fire protection is provided from the “pump house” on the Mendenhall Loop Rd. Individual buildings are separately metered.

Sewer: All student housing sewage flows by gravity to a CBJ lift station located on the Mendenhall Loop Rd near University Drive.

Electricity: Primary utility power is provided underground via Lee St and along the pedestrian path. Limited emergency power is provided to the apartments from a generator in the Housing Lodge (Community Building). Future needs: ensure that IT equipment has uninterruptible power.

Data/Communications: Network connectivity provided by single-mode fiber from the Recreation Center to the Housing Lodge. Multi-mode fiber connects the lodge to each of the Housing buildings. Banfield hall is served by both wireless and hard wired connections to each unit. The other housing buildings are served by wireless only. Future needs: single mode fiber to each housing building; wired connection to each apartment unit.

Recreation Center / Joint Use Facility

Water: Water for domestic use and fire protection is provided from the “pump house” on the Mendenhall Loop Rd.

Sewer: Drain lines flow by gravity to an on-site lift station south of the main parking lots. A pressure line is located under the entry road which connects to the CBJ sewer main under the Mendenhall Loop Rd.

Electricity: A primary AEL&P electrical service runs underground along the alignment of the entry road. An emergency generator provides limited power. Future needs: uninterruptable power serving the IT infrastructure.

Data/Communications: Single-mode fiber optic cables run from the Rec Center to the Whitehead building using the vault-system that follows the walking path and road to the Rec Center.

Anderson Building

Water: Water for domestic use and fire protection is provided from the CBJ water main beneath Glacier Highway.

Sewer: An on-site lift station pressurizes a four inch force line under the parking lot and connects to the CBJ sewer main under Glacier Highway

Electricity: Electrical service is provided through underground conduits from the AEL&P transformer located on site. An on-site generator provides full emergency backup power.

Data/Communications: Data connectivity is provided by a 20-year old direct-burial multi-mode fiber cable that runs from the Stover House to the Anderson Building in an abandoned water main. Future needs: new single-mode fiber connection to the main campus, preferably through a vault system.

Bookstore/ Admin Services Building (BAS)

Water: Water for domestic use and fire protection is provided from the CBJ water main beneath Glacier Highway.

Sewer: Building sewage flows by gravity to the CBJ sewer main beneath Glacier Highway.

Electricity: Future needs: uninterruptable power for IT gear.

Data/Communications: Data services are provided by an 8 Mbps leased copper circuit. Future needs: install a University-owned circuit, ideally single-mode fiber running to the Rec Center or some other nearby facility.

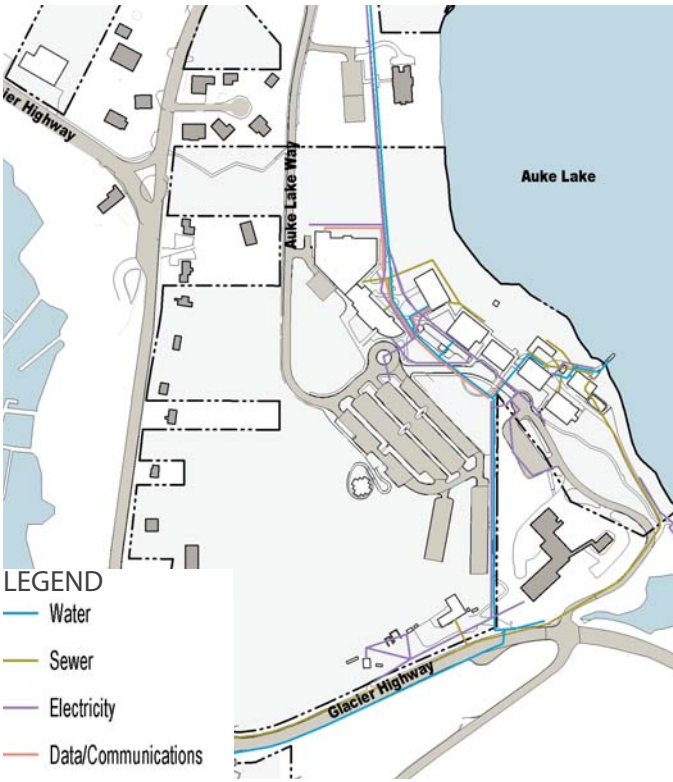


Figure 3.9 Juneau Auke Lake Utilities Diagram

Natural Science Research Lab

Water: Water for domestic use and fire protection is provided from the CBJ water main beneath Bentwood Place.

Sewer: Building sewage flows by gravity to the CBJ sewer main beneath Bentwood Place.

Electricity: Power is provided through metered service from AEL&P. Future needs: uninterruptable power for IT gear.

Data/Communications: Data services are provided by an 8 Mbps leased copper circuit. Future needs: upgrade leased circuit to higher-bandwidth fiber. Add additional circuit to the Tech Ed Center to create redundant network paths for campus buildings.

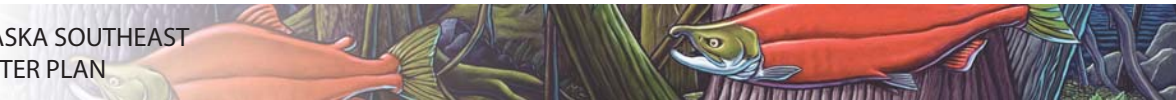






Figure 3.10 Technical Education Center Building Use



Figure 3.11 Technical Education Center Building Condition

- LEGEND (Building Use)**

  - Academic
  - Student Support
  - Study
  - Administrative
  - Recreation
  - Facility Support
- LEGEND (Building Condition)**

  - Maintenance and Repair  
Recurrent day to day work required to preserve or immediately restore a facility or fix equipment
  - Renewal  
Systematic repairs and replacements that extend the life and retain the usable condition of a facility
  - Major Revitalization  
Large scale renovation requiring one time appropriation
  - Adaptive Reuse  
Major revitalization for space that has been repurposed
  - Relocation or Demolition  
Potential relocation of program and/or removal of building

Technical Education Center

Facilities - Building Use

The TEC largely houses workforce development programs offered through the UAS School of Career Education. The TEC is two-stories and is a highly-visible UAS facility in downtown Juneau. It houses classrooms, shops, labs, and offices. Programs offered at the TEC include those offered for non-credit in mine safety training as well as for-credit: degree and certificate programs in construction technology, power technology (diesel/auto/marine), and welding. The UAS Center for Mine Training is located here, which has a state-of-the-art mine training simulator. The location of the TEC across Egan Drive from Juneau Douglas High School provides opportunities for shared use of facilities and for collaboration in offering Tech-Prep courses—where high school students are able to earn college credit in approved workforce programs.

Facilities - Building Condition

The TEC building is a well maintained sound building without major problems, built in 1983 with an addition in 1985. Consideration of emerging programs and focus on workforce development, training for specific job related skills calls for reorganizing classroom laboratory and classroom spaces within the building needs to be revisited as new programs and technologies come on line.

The 36,306 sf building is comprised of 2x4 metal studs, sheathed with 3 ½” insulated metal panels – R-14; and double pane windows. The metal deck, original built up roof was replaced with EPDM system. Perimeter concrete footing 2” rigid slab; 36” deep footing. The channel side of the 1985 addition may have water infiltration problems caused by wind driven rain.

Energy Audit completed in 2005 recommended recommissioning mechanical systems and building control systems (BAS); continue to upgrade lighting. New Fire Alarm system was installed in 2010.

Outdoor Program Space

With the Technical Education Center’s location and function in downtown Juneau along the waterfront, the campus has a strong industrial site character. The campus is predominantly paved with minimal areas for outdoor gathering and poorly defined pedestrian circulation between buildings. Paved areas are used for program space. The waterfront location provides opportunities for connection to the water. The building is highly visible from Egan Drive.

Parking and Circulation

The parking lot has adequate parking, although must be monitored to prevent unauthorized parking by students from adjacent Juneau Douglas High School. The High School is connected with a pedestrian bridge spanning Egan Drive.

A significant portion of the site is dedicated in a lease to the City and Borough of Juneau for boat parking and access to a boat lift. The current terms of the lease extend through 2021 (area shown on diagrams). The dedicated lease area constrains the site for future uses, and should be reviewed at the time of renewal.

Infrastructure

Water: Water for domestic use and fire protection is provided from the CBJ water main beneath Willoughby Avenue.

Sewer: Building sewage flows by gravity to the CBJ sewer main beneath Willoughby Avenue.

Electricity: Power is provided through metered service from AEL&P. Future needs: uninterruptable power for IT gear.

Data/Communications: Data services are provided by an 8 Mbps leased copper circuit. Building copper data wiring is outdated and problematic. Future needs: upgrade leased circuit to higher-bandwidth fiber. The building copper cabling should be replaced.



Figure 3.12 Technical Education Center Outdoor Space

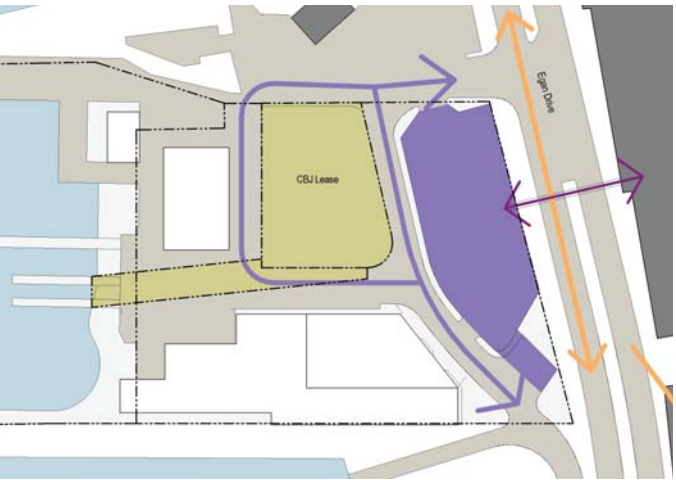


Figure 3.13 Technical Education Center Circulation and Parking

- LEGEND (Outdoor Space)**

  - Outdoor Gathering
  - Grassy Area
  - Wooded Area
  - Recreation
  - Waterfront Zone
  - Campus Boundary
  - Campus Pedestrian Corridor
  - Trail
- LEGEND (Circulation & Parking)**

  - City Street
  - Campus Vehicular Corridor
  - Campus Vehicular Limited Access
  - Parking
  - Service Node
  - Conflict Zone
  - Bus Stop
  - Campus Boundary





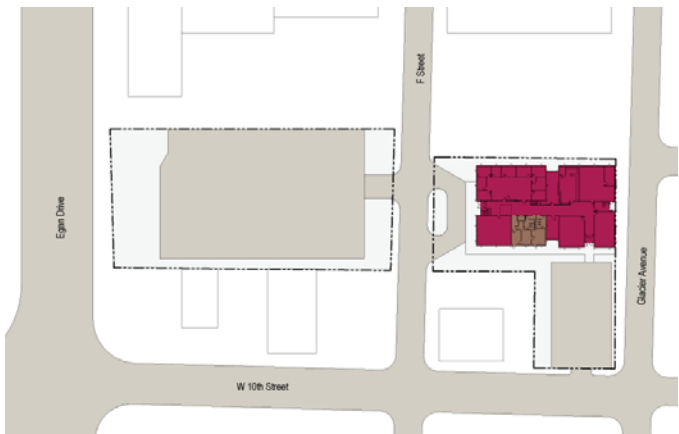


Figure 3.14 Bill Ray Center Building Use

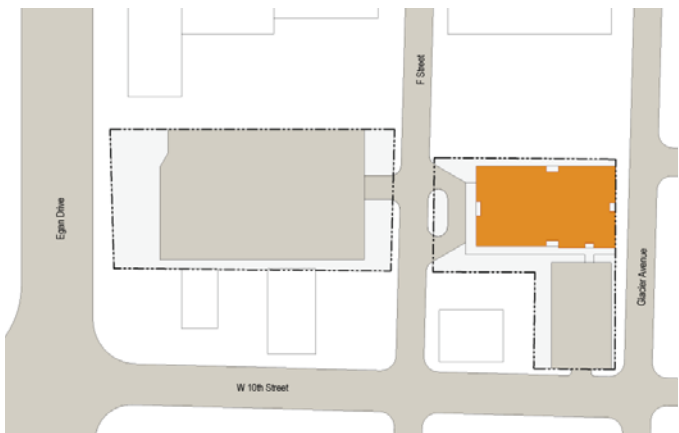


Figure 3.15 Bill Ray Center Building Condition

- LEGEND (Building Use)**

  - Academic
  - Student Support
  - Study
  - Administrative
  - Recreation
  - Facility Support
- LEGEND (Building Condition)**

  - Maintenance and Repair  
Recurrent day to day work required to preserve or immediately restore a facility or fix equipment
  - Renewal  
Systematic repairs and replacements that extend the life and retain the usable condition of a facility
  - Major Revitalization  
Large scale renovation requiring one time appropriation
  - Adaptive Reuse  
Major revitalization for space that has been repurposed
  - Relocation or Demolition  
Potential relocation of program and/or removal of building

Bill Ray Center

Facilities - Building Use

The UAS Bill Ray Center is prominently located in downtown Juneau near Juneau School District offices and the city’s business center. It is situated approximately one-third of a mile from the UAS Technical Education Center—across Egan Drive. The Bill Ray Center was originally built primarily for UAS business programs. Today it primarily serves as a location for School of Career Education programs but is also used on occasion by faculty and staff in the School of Arts and Sciences. Career Education programs using the facility include health sciences and the University of Alaska Anchorage Nursing program. It also houses faculty offering marine transportation certifications. The facility has ample parking and is located near bus routes, including an express bus that connects to the Juneau Auke Bay Campus.

Facilities - Building Condition

The original building was constructed in 1976; its addition constructed in 1981. The Bill Ray Center is in sound condition; requiring only regular maintenance and upgrade of building systems. This 21,890 gsf, 2 story building consists of office and classroom spaces. It has a concrete slab on grade foundation, exposed-aggregate pre cast concrete wall panels, tilt-up construction, wood detail, T&G flat roof deck; EPDM roofing material.

Recent upgrades include new heating plant/boiler replacement, window replacement south facing side of the building, and roof replacement.

ADA Condition Survey was completed in 2011. Defined future upgrades include fire alarm system replacement, renovate/add toilet rooms, and replace elevator to meet ADAAG.

Open Space

Bill Ray Center has minimal open space. There are small areas with planting.

Parking and Circulation

Parking is abundant with one small lot adjacent to building, and another sizable lot across the street. There is a drop off in front of building on F Street.

There is a capital transit bus stop located in close proximity.

Infrastructure

Water: Water for domestic use and fire protection is provided from the CBJ water main beneath Egan Drive.

Sewer: Building sewage flows by gravity to the CBJ sewer main.

Electricity: Power is provided through metered service from AEL&P. Future needs: uninterruptable power for IT gear.

Data/Communications: Data services are provided by a high-bandwidth line-of-site wireless connection to the Bill Ray Center. The adjacent welding lab has only limit copper cabling providing analog phone service. Future needs: add dedicated high-bandwidth leased circuits to the main campus and to the Natural Sciences building (to create redundant path). Add dedicated fiber data circuits to the welding lab.

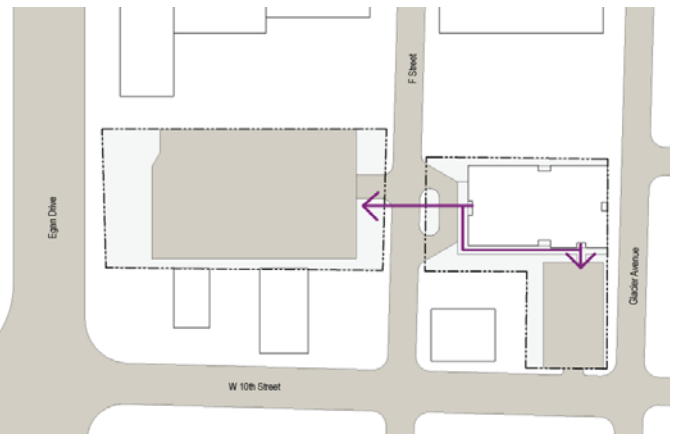


Figure 3.17 Bill Ray Center Outdoor Space



Figure 3.16 Bill Ray Center Circulation and Parking

- LEGEND (Outdoor Space)**

  - Outdoor Gathering
  - Grassy Area
  - Wooded Area
  - Recreation
  - Waterfront Zone
  - Campus Boundary
  - Campus Pedestrian Corridor
  - Trail
- LEGEND (Circulation & Parking)**

  - City Street
  - Campus Vehicular Corridor
  - Campus Vehicular Limited Access
  - Parking
  - Service Node
  - Conflict Zone
  - Bus Stop
  - Campus Boundary



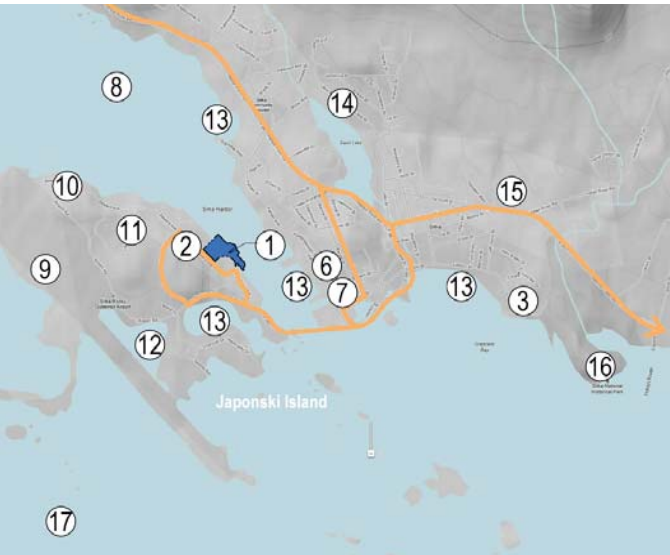


Figure 3.18 Sitka Large Scale Context

Sitka

The UAS Sitka Campus is located in the City and Borough of Sitka on Baranof Island, part of the beautiful Alexander Archipelago that makes up Alaska’s Southeast Panhandle. The city has a population of 8,881 people (2010 census). It is accessible only by air and by sea, and is situated 80 air miles southwest of Juneau, Alaska’s capital.

Sitka has an especially rich history as an ancestral home for the Tlingit people, and the community population today is nearly one-quarter Tlingit. In the 18th century it became one of the first colonial settlements of Russian America. When the United States purchased Russian interests in Alaska, Sitka was made the territory’s first capital. Fishing and trading were for many years the basis for Sitka’s economy but during the 20th century its economic life was transformed by establishment of military facilities (US Navy and Coast Guard) and by the presence of both Mt. Edgecumbe High School and Mt. Edgecumbe Hospital, both serving primarily Alaska Native peoples from across the state of Alaska.

- UAS**  
1. Sitka Campus Site  
**PARTNERS**  
2. Mt. Edgecumbe High School  
3. Mt. Edgecumbe High School Dormitories  
4. Sitka Sound Science Center  
5. Public Safety Training Academy  
6. Sitka Fine Arts  
**CONTEXT**  
7. Na Ka Hidi  
8. Sitka Pioneer Home  
9. Sitka Harbor  
10. US Coast Guard  
11. SEARHC Community Health & Hospital  
12. Sewage Treatment Plant  
13. Marina  
14. Sitka High School  
15. Sitka National Cemetery  
16. Sitka National Historical Park  
17. Sitka Sound

In the 1980s the community’s economy was impacted by the shut-down of a large pulp mill. More recently, Sheldon Jackson College, a church-based institution of higher education, also closed. But Sitka has weathered these economic challenges—its economy today is expanding, based largely upon fisheries and fish processing, tourism, the US Coast Guard, and medical and educational services.

The Sitka Campus is located at 1332 Seward Avenue on Japonski Island, connected by bridge to the larger Sitka community. The Campus is housed within a WWII-era aircraft hanger, which now encloses offices, classrooms, shops, and public and student gathering areas. The Campus’ close proximity to Mt. Edgecumbe High School, a statewide boarding school serving predominantly Alaska Native students, provides exceptional opportunities for secondary-postsecondary partnerships, including dual enrollment and Tech-Prep courses. The Campus also collaborates in the use of facilities with other community partners, including the Sitka Sound Science Center (which has an operating fish hatchery) and the Alaska Law Enforcement Training Center.

Facilities – Building Use

The campus is tasked with the primary responsibility of distance delivery of AA and AAS degrees, pre-nursing lab based science classes and a career and technical education curriculum.

A construction project to add a construction technology lab (renewable energy), a ‘Student Success Center’ housing support spaces for web delivery of coursework, secure testing facilities and a “one-stop-shop” for walk-in students, and a large exhibition/demonstration/lecture hall will be completed during the fall of 2012.

High school students from Mt. Edgecumbe (housed in the adjacent WWII hangar) attend welding and construction technology courses on the UAS campus. A lab ‘prep’ room is used for preparing and evaluating lab kits sent out in connection with distance courses.

‘Wayfinding’ throughout the campus corridors need to be strengthened. Assigning colors to the corridors is currently under way. A space planning survey is currently under way. Ceramics Lab/Art Room code corrections is currently in design.

Facilities-Building Condition

The Sitka hangar was constructed about 1941 and originally served as a pre WWII airplane hangar. The footprint is 240’ x 160’, with a clear ceiling height (in open area) 30’ to underside of structure.

Exterior renovation in 1987 included replacing or overlaying original cladding with insulated metal panels, windows, EPDM membrane roof and interior 2-story office bay. 1994 through present, multi-phased infill additions to meet needs, including a welding lab, academic blocks (classroom and office spaces), health sciences classroom & lab spaces, construction technology lab, multi-purpose technical classrooms and their support spaces.



Figure 3.19 Sitka Building Use (Level 2 shown in dashed frame)



Figure 3.20 Sitka Building Condition (Level 2 shown in dashed frame)

- |                                 |   |
|---------------------------------|---|
| <b>LEGEND</b><br>(Building Use) | <b>LEGEND</b><br>(Building Condition)   |
| ● Academic                      | ● Maintenance and Repair<br>Recurrent day to day work required to preserve or immediately restore a facility or fix equipment |
| ● Student Support               | ● Renewal<br>Systematic repairs and replacements that extend the life and retain the usable condition of a facility           |
| ● Study                         | ● Major Revitalization<br>Large scale renovation requiring one time appropriation   |
| ● Administrative                | ● Adaptive Reuse<br>Major revitalization for space that has been repurposed   |
| ● Recreation                    |   |
| ● Facility Support              |   |







Figure 3.21 Sitka Outdoor Space

- LEGEND
- Outdoor Gathering
  - Grassy Area
  - Wooded Area
  - Recreation
  - Waterfront Zone
  - Campus Boundary
  - Campus Pedestrian Corridor
  - Trail

Outdoor Space

In general, the Sitka campus does not have a significant amount of green space due to the historic nature of the airplane hangar. However, the campus is located in a highly scenic area with potential and room for developing a landscape strategy for planting, gathering, and pedestrian circulation, with a strong sense of arrival and place.

Outdoor Gathering

Sitka does not have recognized formal or informal gathering areas, though students from the college as well as Mt. Edgecombe HS seek out “found” areas to congregate, demonstrating a clear need. A small recreational ball field is adjacent to the campus property, but is not well maintained and not utilized as a playing field.

Grassy Area

A small area adjacent the front of the hangar is maintained as lawn and softens the edge of the surrounding pavement.

Wooded Area

A dense tree planting borders the rear of the hangar, along a steep slope. This border is intended as a barrier to foot traffic between the Hangar and HS--additional barrier is needed to prevent erroneous cut-throughs.

Trail

The city and borough of Sitka has identified the Japonski Loop Trail as part of their 2003 Trail Plan, circling the island with a portion bordering the campus.

Circulation and Parking

The Sitka campus resides at a former hangar and plane launch, therefore the site is primarily historic concrete—notably at a significant depth to handle the weight of air craft.

Circulation

Vehicular circulation is ambiguous through the vast concrete areas between the entry from Seward Avenue and the lined parking lot. Throughout the undefined areas there are conflicts between vehicles and pedestrians.

Portions of concrete surface are used for police vehicle maneuvers, though this area may be relocated.

Parking

Sitka has ample space for parking. The parking lot rests on existing concrete and is defined through striping.

Infrastructure

Data/Communications: WAN connectivity is provided by a 40Mbit circuit to the Juneau campus. Future needs: add a secondary WAN circuit to Sitka to create multiple data paths in the region.

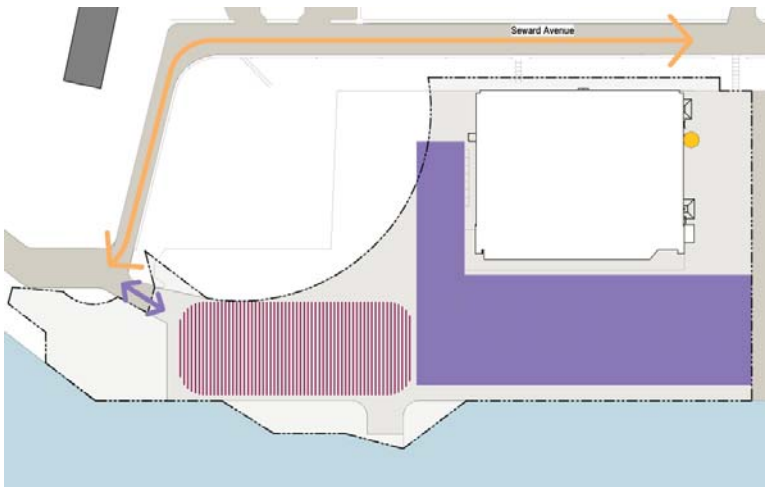


Figure 3.22 Sitka Circulation and Parking

- LEGEND
- City Street
  - Campus Vehicular Corridor
  - Campus Vehicular Limited Access
  - Parking
  - Service Node
  - Conflict Zone
  - Bus Stop
  - Campus Boundary



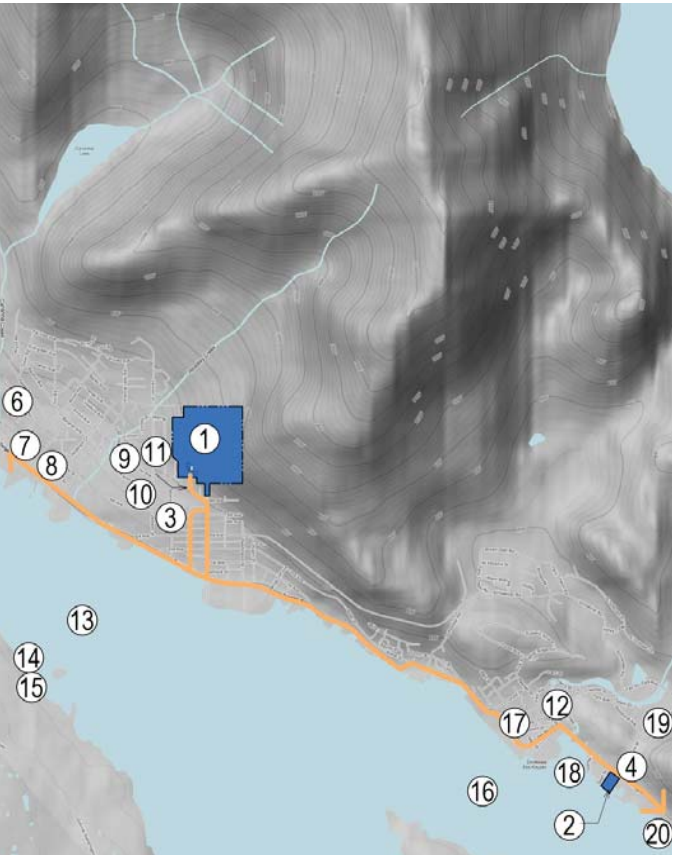


Figure 3.23 Ketchikan Large Scale Context

- UAS**
- 1. Ketchikan Upper Campus Site
  - 2. Ketchikan Lower Campus Site
- PARTNERS**
- 3. High School
  - 4. Ketchikan Indian Community
- CONTEXT**
- 6. Old Pulp Mall
  - 7. Alaska Ship and Drydock
  - 8. Ketchikan Ferry Terminal
  - 9. Houghtaling Elementary School
  - 10. Alaska Army National Guard
  - 11. Community Pool
  - 12. Library
  - 13. Alaska Marine Hwy Ferry Terminal
  - 14. Ketchikan International Airport
  - 15. Peace Heath
  - 16. Tongass Narrows
  - 17. Cruise Ship Terminal
  - 18. Ketchikan Yacht Club
  - 19. Totem Bight Park (4 Miles)
  - 20. Coast Guard (1 Mile)

## Ketchikan

Ketchikan is Alaska’s “First City”, located within the Ketchikan Gateway Borough on Revillagigedo Island in southern Southeast Alaska. It is 235 miles south of Alaska’s capital city, Juneau. Ketchikan is accessible only by air and by sea; it has regular jet aircraft service from Seattle and from Alaskan cities to the north. Ketchikan’s population is approximately 14,070 (2010 census), a significant number of whom are Haida, Tsimshian, and Tlingit. Alaska’s only federally-recognized Indian reservation, the Annette Islands Reserve , and its community of Metlakatla, is located nearby.

Ketchikan’s economic history has long been tied to fishing, maritime services, and logging. The closing of the Ketchikan Pulp Mill in nearby Ward Cove in 1997 posed major challenges to the economic life of the community. Today the economy is growing modestly by focusing on fisheries and mariculture, tourism (including regular visits of cruise ships to downtown Ketchikan), ship maintenance and repair, and government services. Ketchikan is home to Ketchikan Ship and Drydock, a growing facility that is expected to increase employment in years to come. There are also two important mineral prospects near Ketchikan on southern Prince of Wales Island. Development of these two prospects is likely in the next 5-10 years.

The upper campus sits nestled into the hillside of Tongass National Forest, on the edge of a very steep parcel of property approximately 44 acres in size. The upper campus consists of 2 buildings connected by an outdoor covered walkway. The lower campus sits directly on the Tongass Narrows at 600 Stedman St.

## Facilities - Building Use

The Building Use diagrams illustrate the existing campus buildings in terms of their primary building use: academic, student support, study, administrative, recreation, facility support. On the smaller campuses, building use is approximately diagrammed within the buildings, treating them as a “campus within a building.” The intent of the diagram is to understand the building use patterns that currently exist on each campus.

### Academic

At the upper campus, academic space including classroom, labs and faculty offices, is located predominantly in the Paul Building. Lower campus academic space is predominantly specialty labs, and includes outdoor covered work spaces.

### Student Support

Student support spaces include student organization offices, retail, gathering. It is currently clustered in Ziegler.

### Administrative

Administrative spaces are located in multiple, unconnected locations in the Ketchikan campus buildings.

### Facility Support

The facility support shop space is in the Robertson Building and serves both campuses.

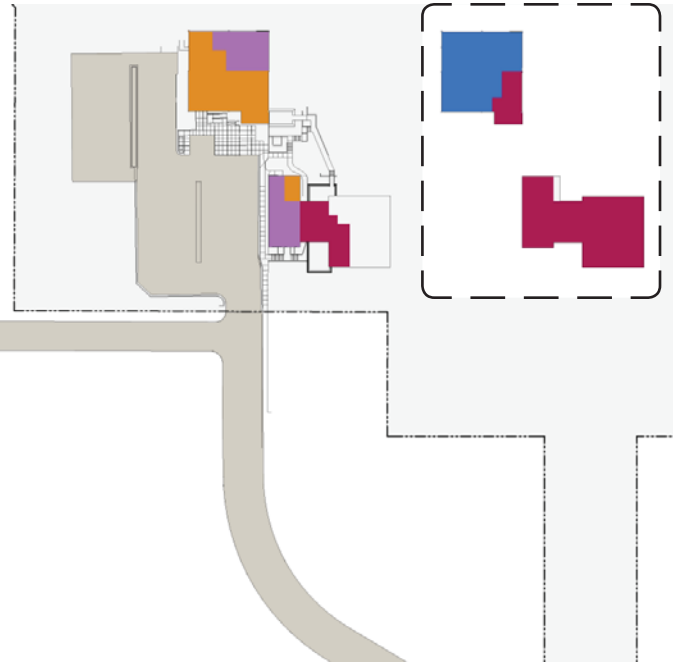


Figure 3.24 Ketchikan Upper Campus Building Use (Level 2 shown in dashed frame)



Figure 3.25 Ketchikan Lower Campus Building Use

- LEGEND**
- Academic
  - Student Support
  - Study
  - Administrative
  - Recreation
  - Facility Support



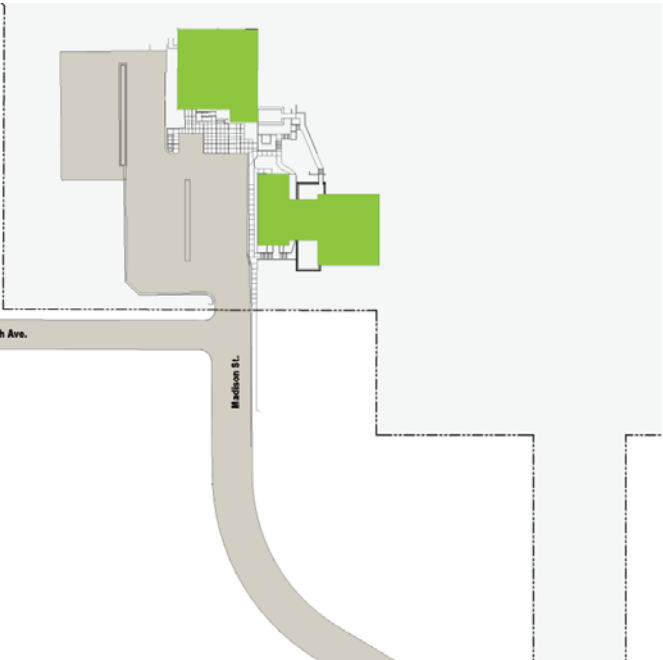


Figure 3.26 Ketchikan Upper Campus Building Condition

**Facilities - Building Condition**

Maintenance and Repair

Paul and Ziegler were extensively remodeled in 2006. Paul was re-roofed in 2009 and Ziegler in 2011. Robertson was extensively remodeled in 2003.

Major Revitalization

Hamilton will require infrastructure upgrades.



Figure 3.27 Ketchikan Lower Campus Building Condition

LEGEND

- **Maintenance and Repair**  
Recurrent day to day work required to preserve or immediately restore a facility or fix equipment
- **Renewal**  
Systematic repairs and replacements that extend the life and retain the usable condition of a facility
- **Major Revitalization**  
Large scale renovation requiring one time appropriation
- **Adaptive Reuse**  
Major revitalization for space that has been repurposed

**Green Space**

The Ketchikan campus is divided in two locations, each campus having unique outdoor qualities specific to their locations.

Outdoor Gathering

Outdoor Gathering spaces consist of formal or informal areas where the campus community gathers. The spaces are generally defined by building facades and paved area with maintained landscape plantings, and often include outdoor art and heritage. The upper campus of Ketchikan has an plaza and bridge that connects the two buildings. Significant outdoor gathering spaces are not located at Ketchikan lower campus.

Wooded Area

Dense woods are a defining characteristic of the Ketchikan upper campus.

Waterfront Zone

The proximity to the water along an industrial shoreline is a defining characteristic of the lower campus. The new lifeboat davit dock will enable able body seaman training at lower campus.

Trail

The Rainbird Trail winds through Ketchikan upper campus with recent trail improvements. The trailhead is adjacent to the Ziegler Building.

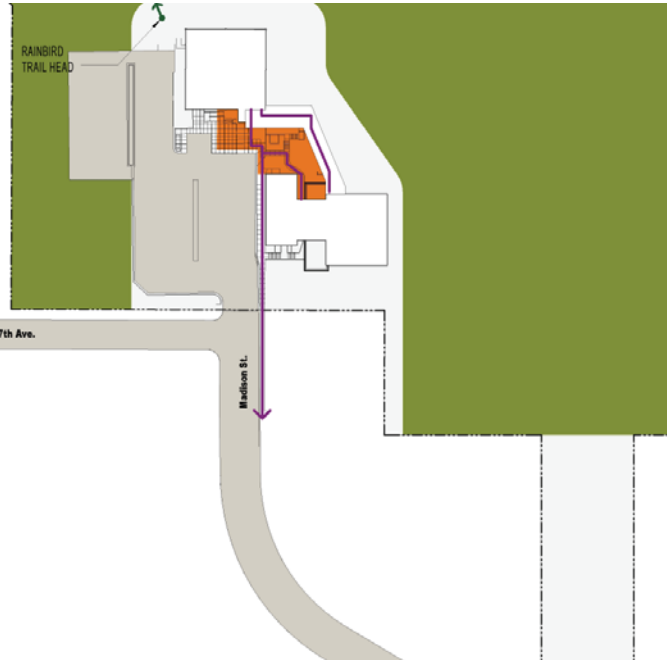


Figure 3.28 Ketchikan Upper Campus Green Space

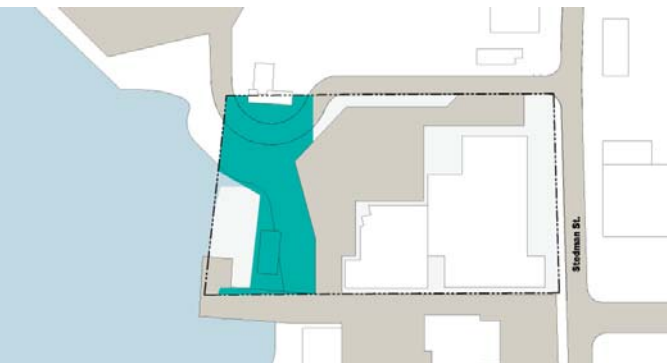


Figure 3.29 Ketchikan Lower Campus Green Space

LEGEND

- **Outdoor Gathering**
- **Grassy Area**
- **Wooded Area**
- **Recreation**
- **Waterfront Zone**
- **Campus Boundary**
- **Campus Pedestrian Corridor**
- **Trail**



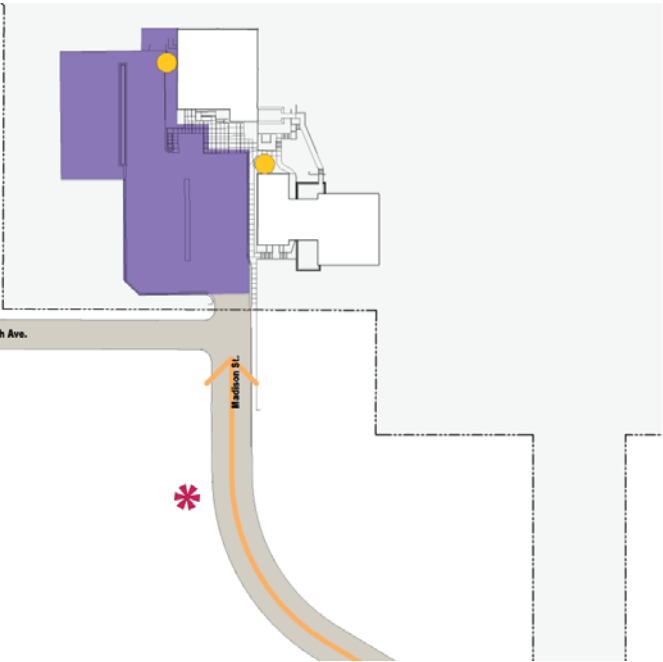


Figure 3.30 Ketchikan Upper Campus Circulation and Parking

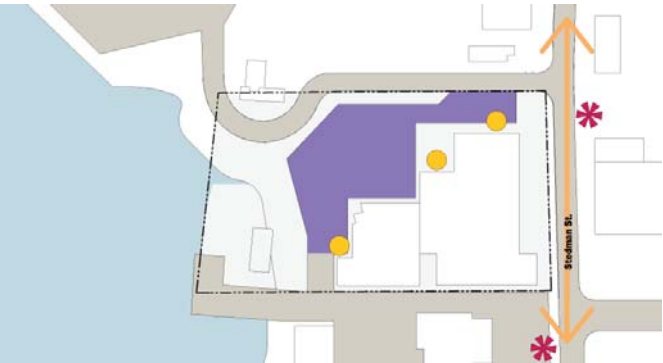


Figure 3.31 Ketchikan Lower Campus Circulation and Parking

- LEGEND
- City Street
  - Campus Vehicular Corridor
  - Campus Vehicular Limited Access
  - Parking
  - Service Node
  - Conflict Zone
  - Bus Stop
  - Campus Boundary

Circulation and Parking

Vehicular Circulation

Vehicular circulation is comprised of city streets, campus vehicular corridors, and campus vehicular limited access. City streets are used to connect upper and lower campuses, which are approximately 2 miles apart. Circulation on Ketchikan lower campus is highly undefined.

Parking

Ketchikan upper campus parking lot was recently repaved and expanded. Parking is sufficient.

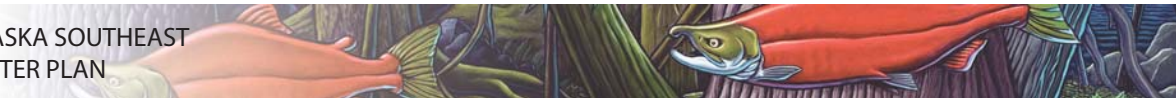
Ketchikan lower campus's parking and service areas are constrained. The site is used for multiple functions: boats, loading and circulation. The lot is gravel and fenced.

Bus Stop

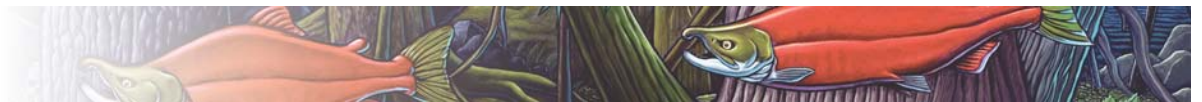
Ketchikan Borough Gateway Transit System has stops near each campus.

Infrastructure

Data/Communications: Main campus buildings are interconnected by fiber. A high-bandwidth leased circuit connects the upper and lower campuses. WAN connectivity is provided by a 40Mbit circuit to the Juneau campus. Future needs: add a secondary WAN circuit to Sitka to create multiple data paths in the region.









### Introduction

The foremost challenge facing UAS with regard to facilities is to ensure that the institution's infrastructure supports and enhances its mission of student learning and its goals of increased retention and student success. Facilities design, construction, and renewal are essential elements in fulfilling our four core themes: student success, teaching and learning, community engagement, and research and creative expression. Each of the UAS campuses in Juneau, Ketchikan, and Sitka—and each of our discrete facilities in those communities—offers both challenges and opportunities with this in mind.

It is important to recognize that the use of UAS facilities has changed significantly over time: an expanding mission requires new uses of buildings previously used for other purposes; new technologies and pedagogies open the door to more eLearning/online offerings, affecting use of both classrooms and office space; changing workforce needs mean that programs once vibrant and in high-demand are now no longer needed; and UAS finds that it must adapt to changing student expectations for housing, food, and support services. Indeed, the one constant in the use of UAS facilities is the need to adapt to changing needs and opportunities. The result today is that many facilities are being used for programs and services that did not exist when they were originally designed and constructed. Many buildings have been retrofitted over time to meet immediate or more short-term space needs.



*Photo 3.1 Egan Courtyard- Juneau Auke Lake*



*Photo 3.2 Sitka Campus*



*Photo 3.3 Ketchikan Campus*





Two significant facility challenges facing UAS are the quantity of space and the quality of space in meeting our mission and core themes. The data highlighting the nature of these challenges is presented in the following pages. They are derived from an extensive space analysis completed in alignment with national design standards and comparison of UAS needs with comparable institutions of higher education. Analysis of this data extended down to the department and program levels in order to understand the nuanced needs over time of each school and program. The space analysis confirmed what was reported anecdotally—that UAS needs to be more creative and flexible in the use of existing space and more strategic and pro-active in design and construction of new space that explicitly supports student retention and success.

In analyzing the space needs data and their relationship to the UAS mission and core themes, several guiding principles emerged that will continue to be important in making facilities decisions:

- Demonstrate clearly how requests for new facilities and renovation of older facilities supports our mission and core themes
- Design new and renovated facilities in a flexible manner to take into account changing technologies, workforce demands, and pedagogies—including rapid changes in eLearning instruction, advising, and support
- Design facilities that promote active and engaged learning, and that support high levels of personal engagement between student, faculty, advisor, and staff support team

- Create inviting and attractive instructional, student services, and office spaces that promote a sense of community amongst students, faculty, and staff
- Capitalize on our partnerships and opportunities for community engagement—serving the needs of business and industry partners as well as supporters of community arts and humanities
- Secure consistent, adequate, year to year funding to address the University’s annual maintenance and repair needs. Implement stewardship policies to ensure an annual provision for maintenance and repair is included in the operating budge. Continue to use its influence to modify the State’s capital funding process to establish consistent sources of funding for capital renewal and facilities maintenance.

The following section summarizes the space needs analysis data and applies the above guiding principles to facilities challenges associated with each of UAS’ four core themes.

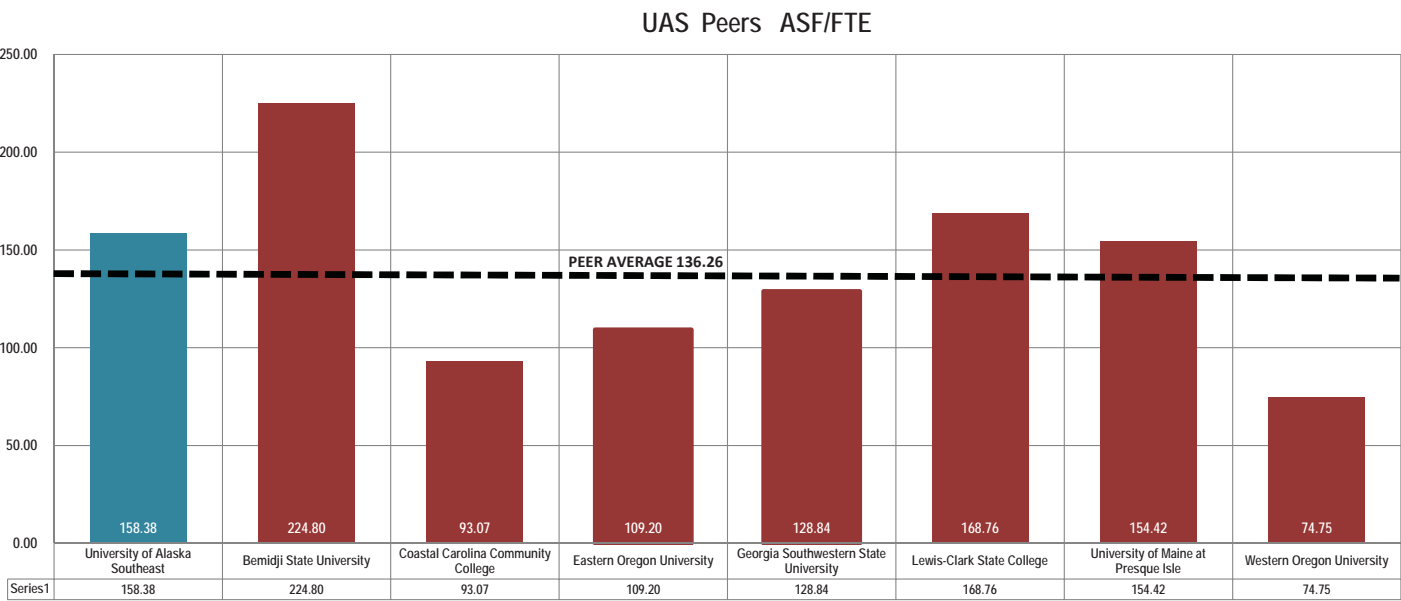
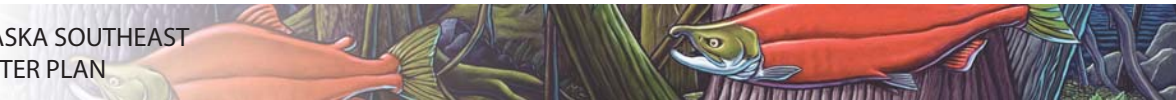


Figure 3.1 UAS Peer ASF/FTE Comparison

Space Needs Summary

The space needs analysis for the campus master plan classified each space on campus according to CEFPI (Council for Educational Facility Planners International) categories, a set of standards used as a national basis of comparison across educational institutions. The standards define a guideline assignable square footage (ASF) per full-time equivalent (FTE) student in each space category. (See Appendix B for ASF summaries per category.) Existing UAS ASF/ FTE ratios were also compared with peer institutions to augment these findings. See Figure 3.1 for peer comparison.

The findings of the space analysis show that while UAS may have the required amount of space compared to peer standards, the space functions and layouts are misaligned with the required use of the space. This is due to the evolving programs, pedagogical teaching styles, and advancements in eLearning support.



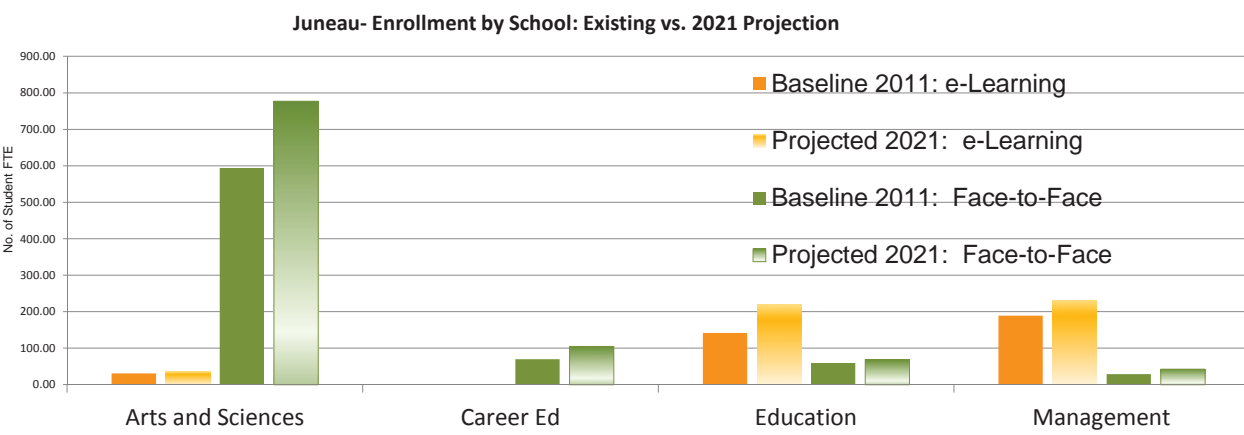


Figure 3.2 Juneau Enrollment by School: Existing vs. 2021 Projection

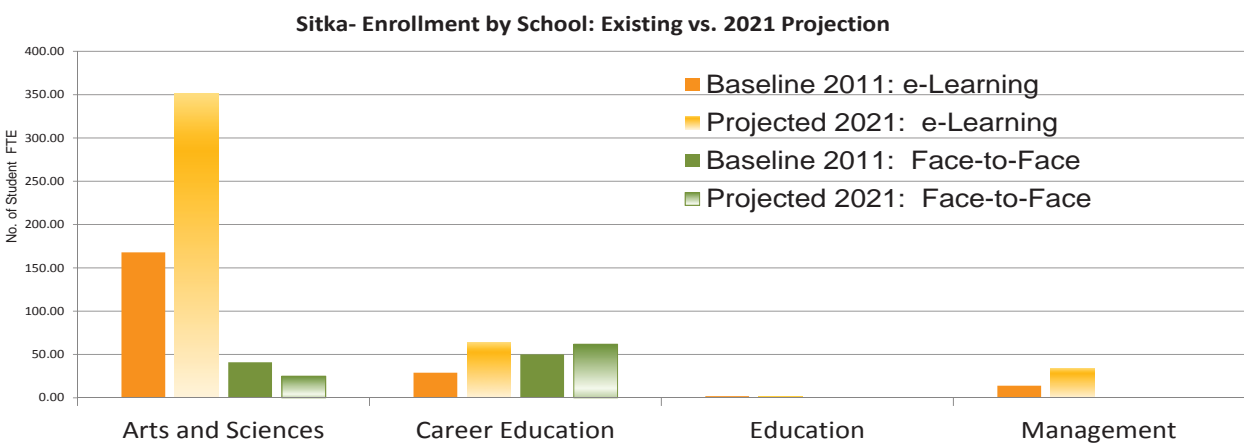


Figure 3.3 Sitka Enrollment by School: Existing vs. 2021 Projection

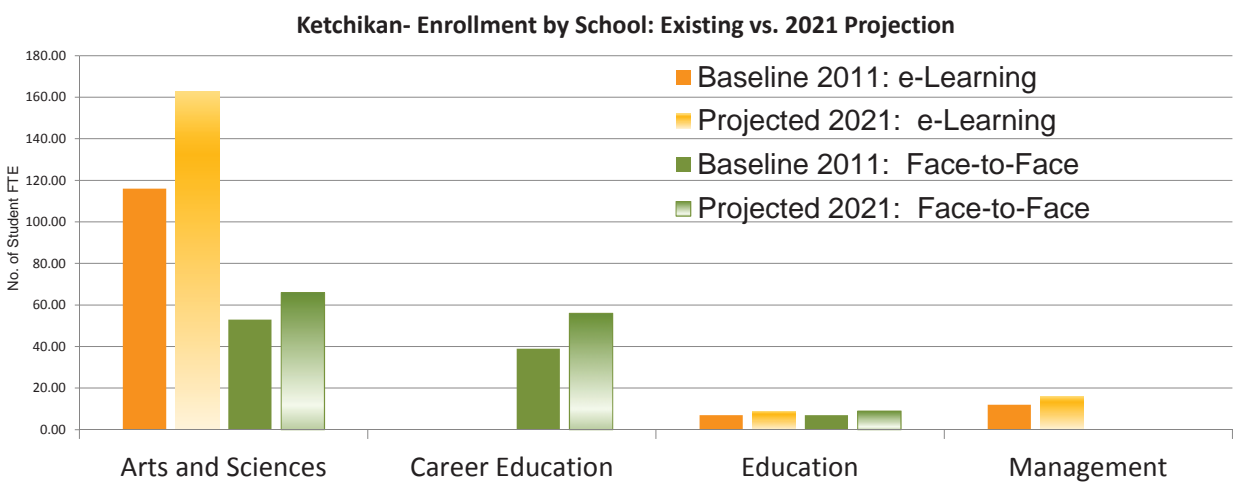


Figure 3.4 Ketchikan Enrollment by School: Existing vs. 2021 Projection

The University looked at current and future space needs for each campus including, Juneau Auke Lake Campus, Juneau Bill Ray Center, Juneau Technical Education Center, Sitka Campus and Ketchikan Campuses. The space analysis was based on the following: the postsecondary education Facilities Inventory and Classification Manual (FICM- standards for classifying postsecondary institutional facilities); an existing space inventory provided by UAS; FTE equivalent values, for fall 2011 and projections for 2021 provided by UAS (See figures 3.2-3.4); and a class schedule provided by UAS for fall 2011.

Projections for 2021 assume growth rates unique to each campus. UAS has a significant eLearning program due to the remote locations of their campuses and the students they serve. The bar charts to the left show the ratio of eLearning students and traditional face-to-face students at each campus location; at baseline 2011 conditions as well as projected in 2021. This demographic results in unique challenges with different space needs for the various student populations.

Growth Rate Assumptions:

- Juneau Auke Lake: 2.8% Traditional Learner; 3.8% eLearner
- TEC: 5.1% Overall
- Bill Ray: 2.9% Overall
- Ketchikan: 3.1% Traditional Learner; 4.3% eLearner
- Sitka: -0.4% Traditional Learner; 8.8% eLearner

The findings of the space analysis show that while UAS may have the required amount of space compared to peer standards, the space functions and layouts are misaligned with the required use of the space. This is due to the evolving programs, pedagogical teaching styles, and advancements in eLearning support.



Photo 3.4 Freshman Orientation



Photo 3.5 Mine Training



2011 ASF SPACE VARIANCES - JUNEAU AUKE LAKE CAMPUS

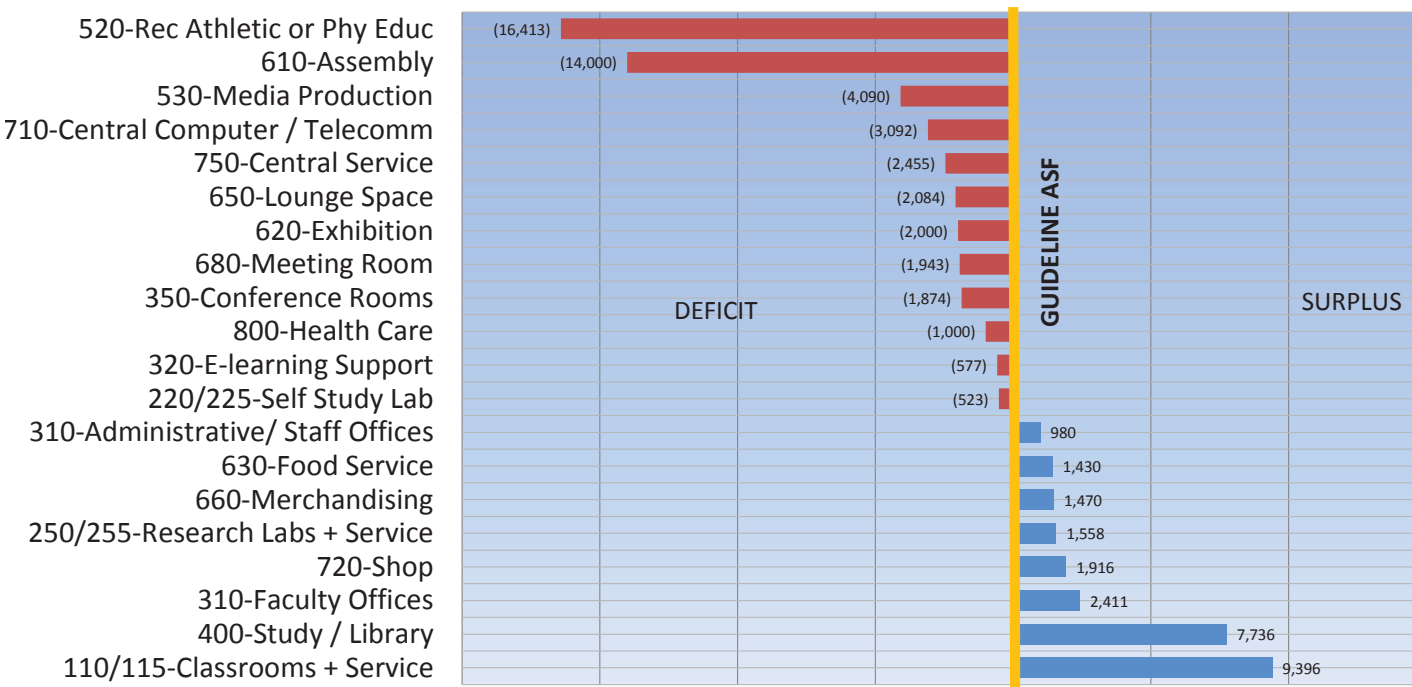


Figure 3.5 2011 ASF Space Variances - Juneau Auke Lake Campus

The following pages demonstrate the summary of projected space surpluses or deficits at UAS campuses (Figures 3.5-3.8). These figures show a graphical representation of space types in deficit or surplus vacillating at the guideline ASF. The guideline ASF, shown as a vertical bar, is based on national and university standards and factors used across the country. See Appendix B for a detailed space category deficit and surplus comparison to CEFPI guidelines.

A detailed departmental analysis was also performed during the master plan process. This can be found in Appendix C.

Juneau Auke Lake campus anticipates a growth from the existing 850 traditional learner FTE to 1200 traditional learner FTE and from the existing 380 eLearner FTE to 525 eLearner FTE.

The 2011 graph include spaces at NSRL. Bill Ray and TEC have separate graphs on the following pages. The 2021 graph assumes that Bill Ray Center and NSRL have been sold/leased and the program space needs have shifted to the Auke Lake campus. The graph also assumes that the Soboleff Annex is demolished by 2021 and office space existing in the annex is moved elsewhere on the Auke Lake campus. The 2021 graph also includes the required space for the nursing program to grow into a 4 year program.

2021 ASF SPACE VARIANCES - JUNEAU AUKE LAKE CAMPUS

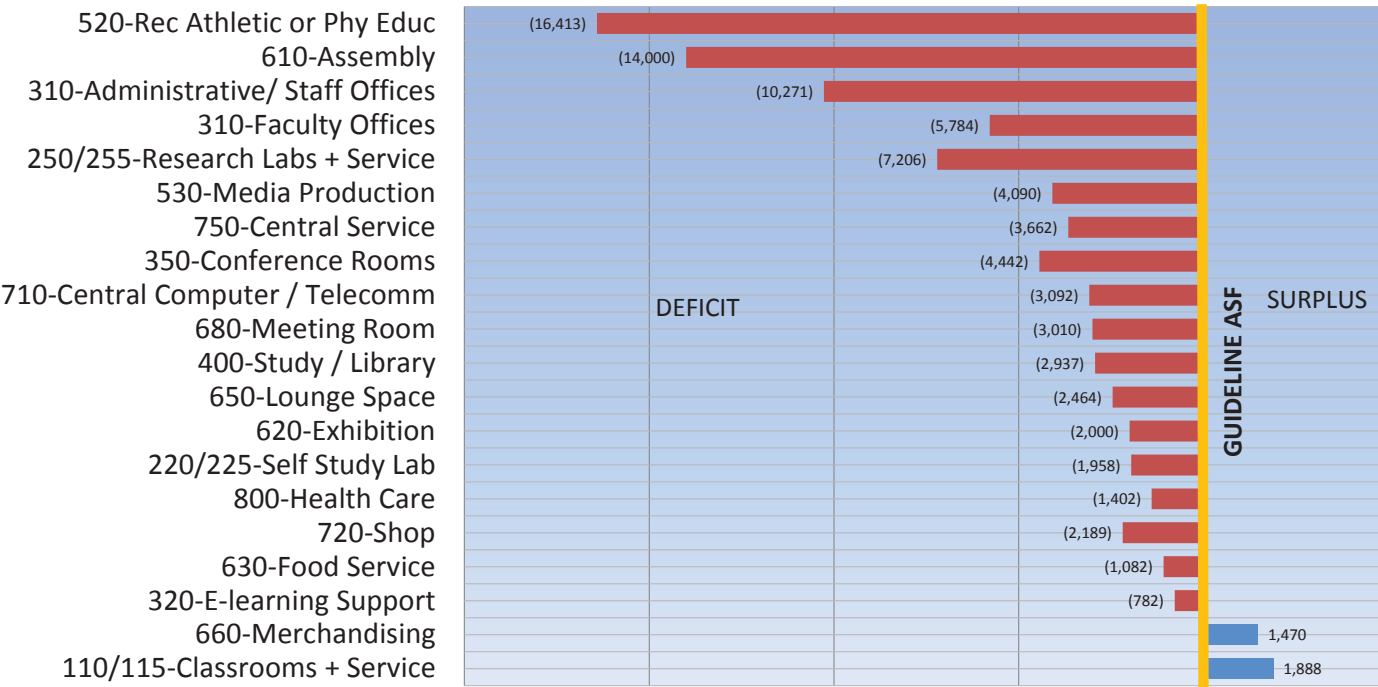


Figure 3.6 2021 ASF Space Variances - Juneau Auke Lake Campus

Research space includes rooms used primarily for laboratory experimentation, research or training in research methods; or professional research and observation or structured creative activity within a specific program.

2011 ASF SPACE VARIANCES - JUNEAU BILL RAY

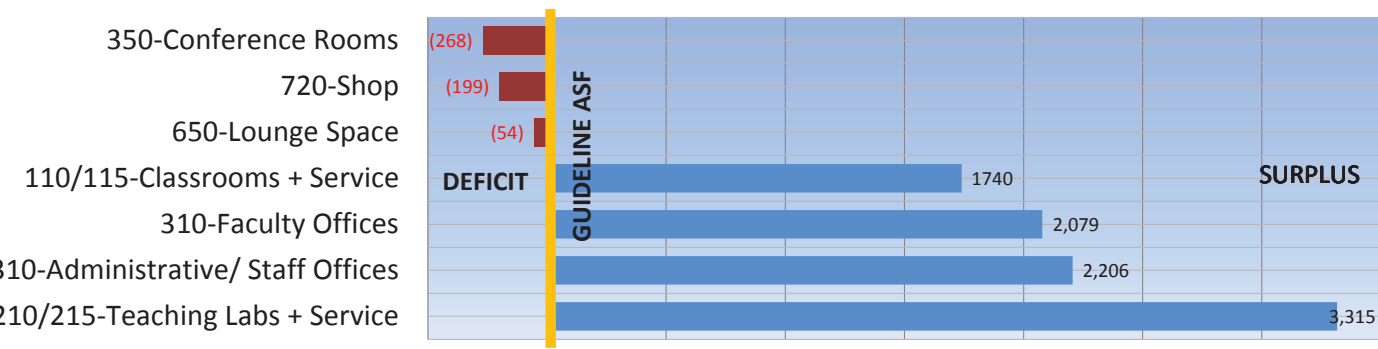


Figure 3.7 2011 ASF Space Variances - Juneau Bill Ray

Bill Ray has a significant amount of surplus space. A portion of the building is leased. The 2021 space needs assumes Bill Ray is sold. The growth for 2021 space needs for programs housed at Bill Ray currently were calculated and moved to the Auke Lake campus, these included the nursing programs, including the leased space for the UAA program. The space needs for all other applied technical programs were assumed to move over to the TEC buildings.

2011 ASF SPACE VARIANCES - JUNEAU TEC

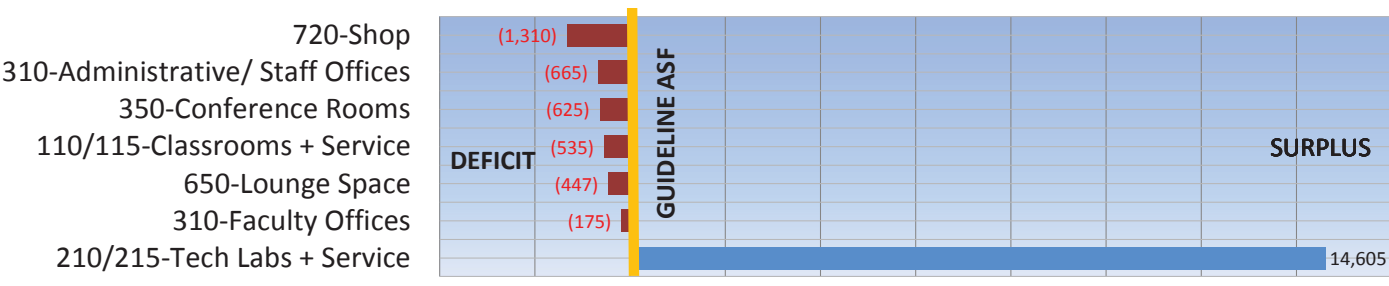


Figure 3.8 2011 ASF Space Variances - Juneau TEC

2021 ASF SPACE VARIANCES - JUNEAU TEC

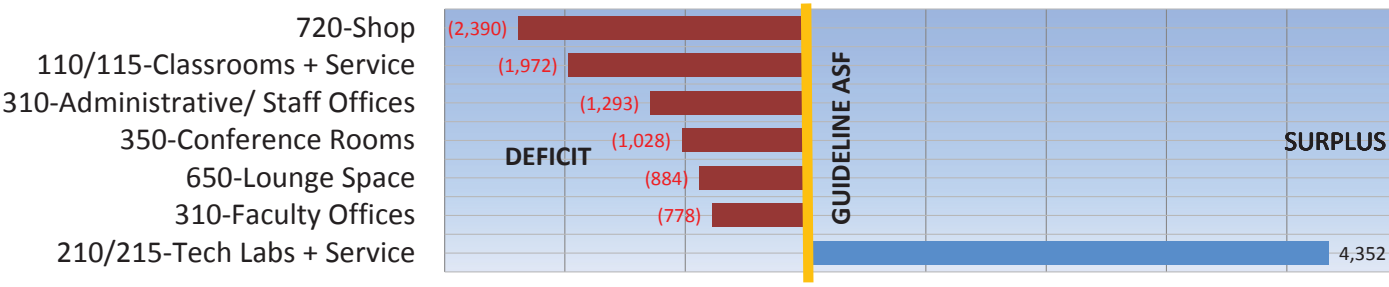
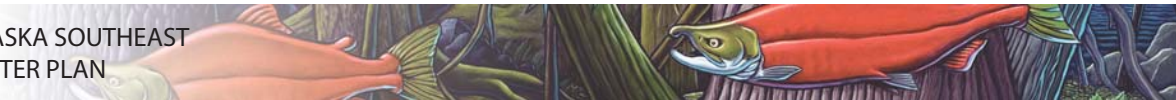


Figure 3.9 2021 ASF Space Variances - Juneau TEC

TEC anticipates an increase of students from the existing 51 FTE to 84 FTE. However, the programs served at TEC are highly dependent on the local industries, in particular mining. Several mines have the potential to open in the near future. TEC needs to remain flexible to support mine training as needed. Existing space may need to be revisited and repurposed in the short term and needs evolve.

TEC also requires 48,000 SF maneuvering space for the mines program that does not fit on the current property and will need to be located at a partner site.





2011 ASF SPACE VARIANCES - SITKA

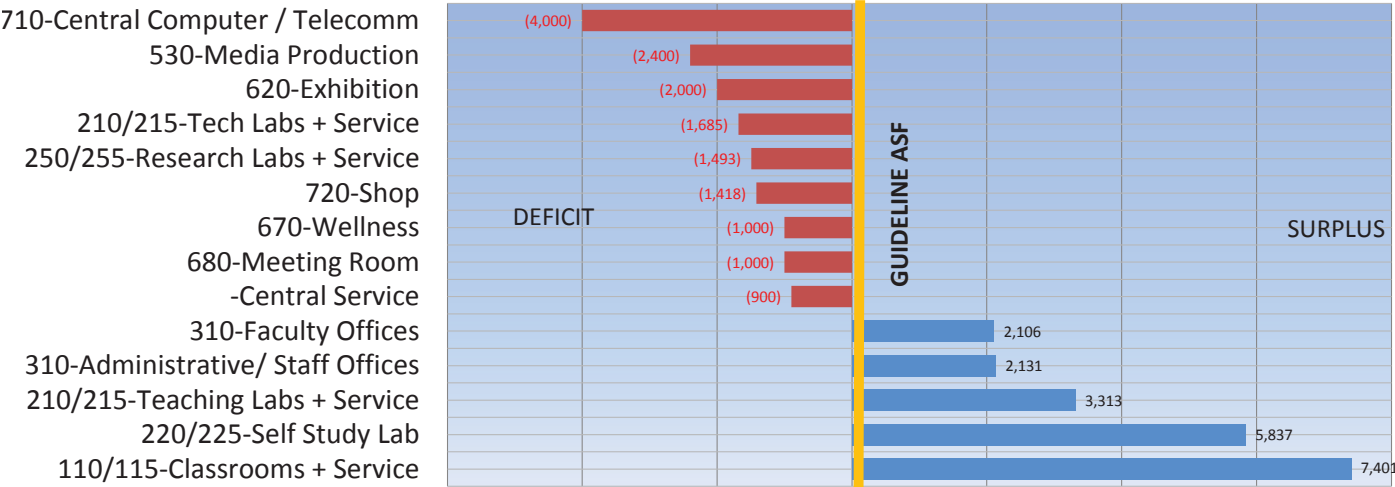


Figure 3.10 2011 ASF Space Variances - Sitka

2021 ASF SPACE VARIANCES - SITKA

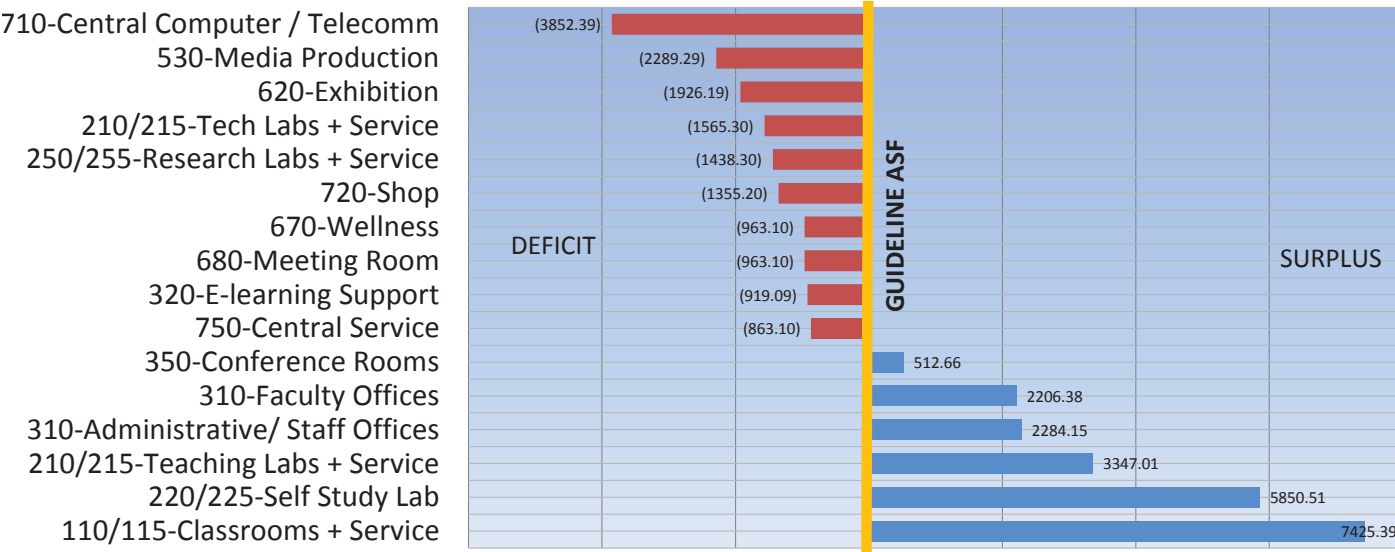


Figure 3.11 2021 ASF Space Variances - Sitka

Sitka anticipates a decline in traditional face-to-face students—90 to 87 FTE, but a significant increase in eLearners—212 to 493 FTE.

Surplus space can be repurposed for needs that are showing deficit, and to better serve eLearning needs.

A new wellness room is currently under construction, anticipated to be complete by the time this report is published.

2011 ASF SPACE VARIANCES - KETCHIKAN

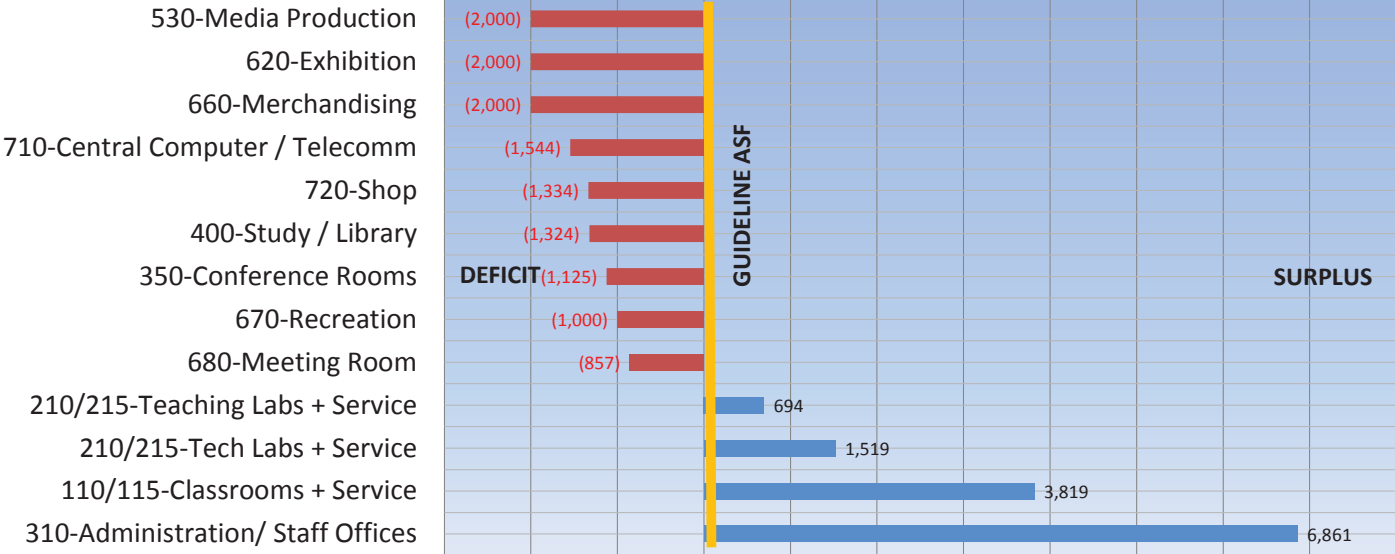


Figure 3.12 2011 ASF Space Variances - Ketchikan

2021 ASF SPACE VARIANCES - KETCHIKAN

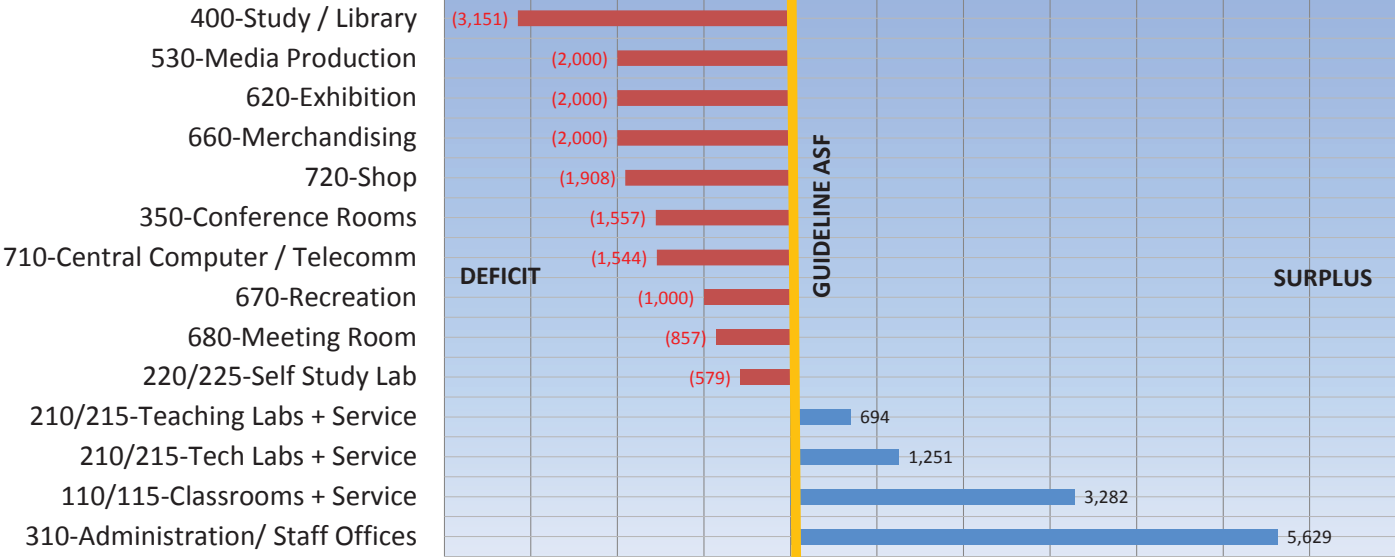


Figure 3.13 2021 ASF Space Variances - Ketchikan

Ketchikan anticipates an enrollment increase from the existing 93 traditional FTE to 125 traditional FTE, and an increase from the existing 140 eLearner FTE to 200 eLearner FTE.



Photo 3.6 Banfield Hall - Freshman Housing



Photo 3.7 Mourant Cafeteria, Juneau Auke Lake campus

**Facilities Challenges: Student Success**

**Juneau Campus Housing**

First year housing is critical component to supporting students and increasing student retention at the Juneau Auke Lake Campus. UAS is currently in the design process for a new first year residence hall located near the campus core. The new housing should have living/ learning environments, gathering space including small study rooms for residents and their guests, as well as outdoor/front yard spaces bring a sense of connection to the campus core. The north housing precinct facilities should support increased independence for upper class students.

**Juneau Campus Dining**

Improvements to Juneau Campus dining options and facilities are a high priority. Commuter and resident students alike would benefit from both convenient locations as well as diverse food options. With the new resident hall at the Juneau Auke Lake campus, updated and redesigned dining facilities should be a high priority.

**Informal Assembly and Group Study Spaces**

The majority of students in Juneau live off-campus and commute to UAS for classes, recreation and other activities. The current, existing on-campus housing precinct at Juneau Auke Lake is a considerable distance from the campus core. There is a critical need for increased assembly spaces on campus, both for study and socialization. While some rooms have been identified on campus as assembly spaces, they have been unsuccessful due to poorly-adapted reuse, low visibility, and poor lighting.

Small assembly spaces are needed in campus core buildings for study, socialization and recreation. The location of assembly spaces is important in buildings as, when placed near the front door or lobby, students are forced to walk through this space and come into contact with other students. They serve as catalysts for an active and closely knit student community. Anderson's small assembly space is an excellent example of a properly located and executed space. Likewise, the 2010 Campus Linkage Study by MRV Architects should continue to be identified as positive future spaces to promote an on-campus community for commuter students.



Photo 3.8 Seating area near Spike's Coffee Shop, Egan Library, Juneau Auke Lake campus



Photo 3.9 Spike's Coffee Shop, Egan Library, Juneau Auke Lake campus

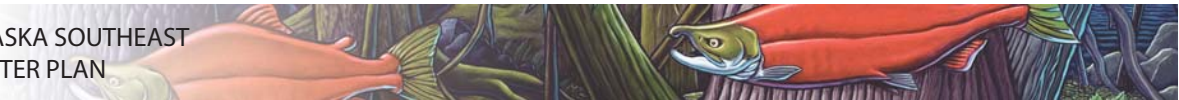






Photo 3.10 Soboleff Building art student lounge space, Juneau Auke Lake campus



Photo 3.11 Informal gathering area at Sitka Atrium

### Juneau Campus Amenities

Amenities should be built and expanded that encourage both resident and commuter students to remain on campus in order to strengthen both the social and academic aspects of campus life. This is an especially critical need during the winter months.

Indoor amenities could include:

- Coffee house
- Improved late-night food options
- Game areas and wellness rooms
- Comfortable lounge space and study space
- Relocated/expanded retail opportunities

Outdoor activities throughout the academic year is desired:

- Disc golf course or one single hole where space is limited
- Active recreation areas adjacent to buildings such as half court basket ball
- Passive gathering space and informal trails
- Connections to waterfront
- Boat house and connections to Auke Lake

Strengthening connections between the campus and community is another way to enliven campus life and broaden use of campus amenities. The available performing arts opportunities, Evening at Egan, and the Native & Rural Student Center are examples of programs that bring more people to the campus, thus making the university a destination for education and entertainment. A variety of activities draws more people to campus and creates a hub of activity.

### Campus Recreation and Wellness

UAS has been making steady progress toward meeting its long-standing goal of growing the fulltime student body. Completion of the new freshman dorm will enable continued growth for years to come. As soon as the 120 new beds are filled near the campus core there will be an increased demand for recreation space. Every vibrant community has accessible parks and recreation areas. In Alaska, recreation must include quality indoor facilities. Currently, the Rec Center is a very active state of the art facility, but its utility is limited, its use is shared with the National Guard, and it is located a short distance from the campus core. Students and other interested stakeholders have expressed interest in the construction of a field house and a disk golf course, among other things.



Photo 3.12 Rec Center Indoor Frisbee



Photo 3.13 Skiing at Eaglecrest







Photo 3.14 Typical Classroom-Hendrickson.



Photo 3.15 Painting Studio - Juneau Auke Lake

Facilities Challenges: Teaching & Learning

Promoting a Sense of Community

Promoting a strong community of scholars and learners is one of UAS’s primary goals. The space needs analysis points out some specific quantity issues related to teaching and research spaces, at the three UAS campuses but the quality of space is also a concern.

Classroom space available on all three campuses appears to be adequate but the real issue is the quality. Tours demonstrated that the specialized teaching lab spaces in some of the older buildings are not up to quality levels to be expected in a university of this caliber. Classrooms should enable student centered learning, team based learning, flexible classroom configurations, convertible classroom configurations. The Teaching spaces in the Bill Ray Center are underutilized, as shown by the space needs calculations. Bill Ray Center has double the space needed for the programs and classes that are held there.

The technology training labs at Juneau’s TEC and on the Sitka Campus are right on the cusp of needing additional space. At a departmental level there is a need to meet demand for space for the newer and projected programs like Mining Training. The departmental level study also showed existing space allocation for certain programs, like construction technology, need to be reassessed based on enrollment in such programs.

Classroom Distribution and Configuration

A number of factors specific to classroom space were examined in considerable detail: classroom capacity versus enrolled class size, station utilization rate, weekly room use, and daily classroom use.

An important impact on classroom space use is the misalignment between classroom capacities and enrollment. Figures 3.14 indicates the difference between available classroom capacity (blue) and actual enrollment (red) on each of the 3 campuses studied.

As the graphs indicate, there is a shortage of classrooms in the 5-20 seat capacity range on all 3 campuses and a surplus of classrooms in the 21-30. On Juneau there is a shortage of classrooms in 31-40 seat range but no classrooms or demands for this size classroom other campuses. Although there is not a significant demand for larger classrooms and lecture spaces, some need does exist. Intro to Anthropology, Sociology and Psychology, for example, all require 50 seats as well as the GED Testing and Preparation classes on the Ketchikan campus.

These issues create shortages of classrooms in particular sizes that often cause a chain reaction in which classes are assigned to classrooms with too much seating capacity, creating inefficient classroom alignments.

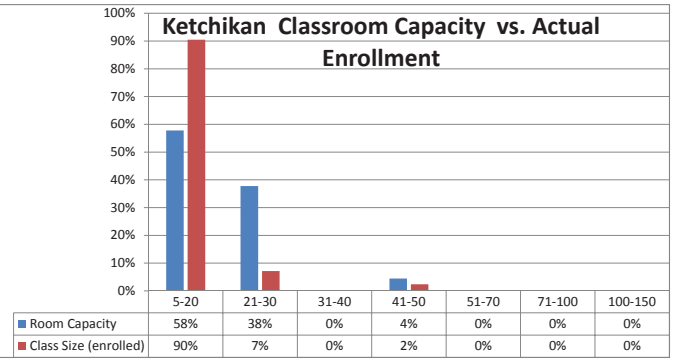
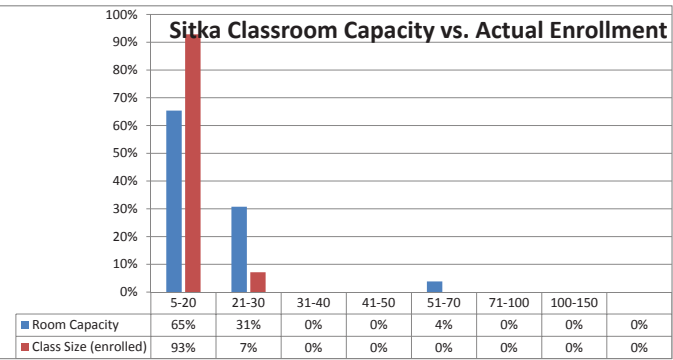
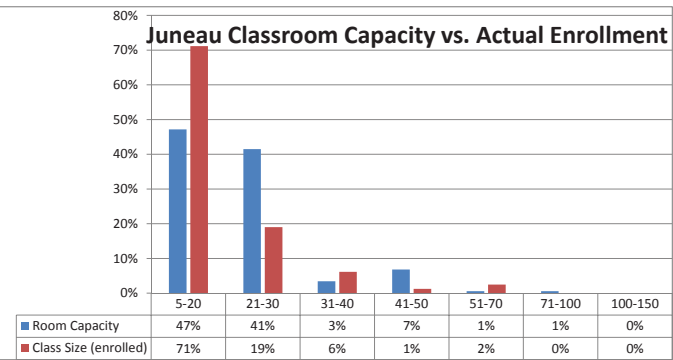


Figure 3.14 Classroom Capacity vs. Actual Enrollment



Classroom Seat Utilization- By Campus

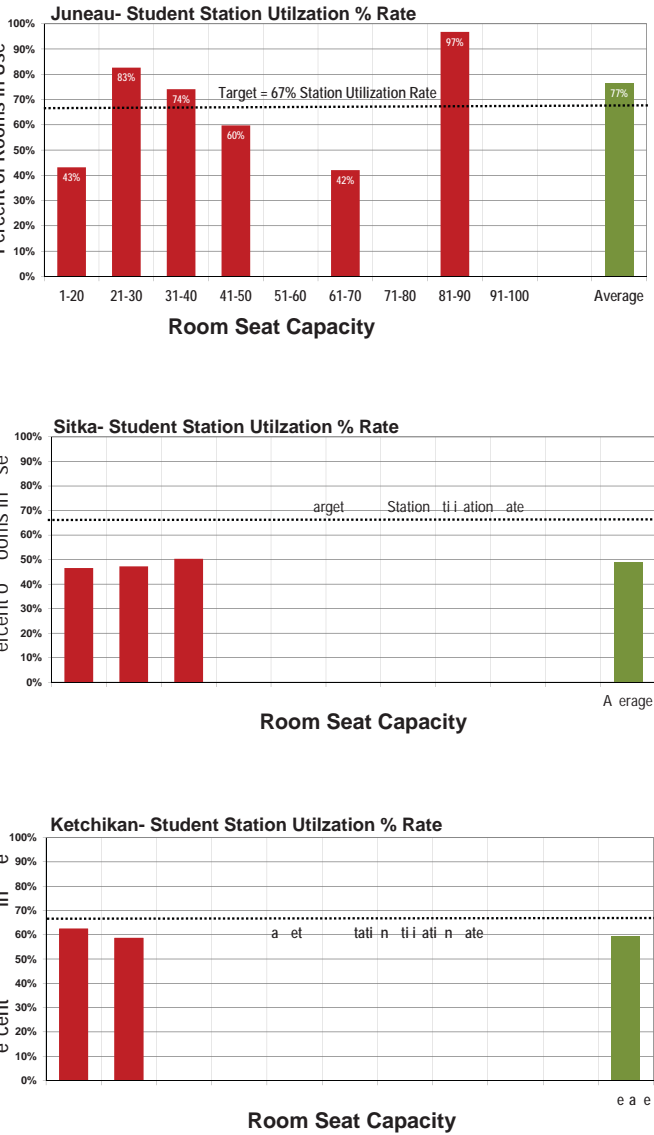


Figure 3.15 Classroom Seat Utilization - By Campus

Station Utilization Rates are at or above recognized national standards for the Juneau campus (a bit below for Sitka and Ketchikan see figure 3.15)

Weekly room use, on the other hand, could be improved. Improvement, through scheduling, could provide additional classroom capacity without the construction of new buildings.

Daily classroom use varies considerably in regards to hours of the day and days of the week. Figure 3.16 shows a secondary peak of hours in which rooms are used after 5pm nearly every day of the week; this indicates the classrooms are in demand for more than the typical 9 hour day (8am-5pm). Classroom scheduling could be maximized to take advantage of the available hours during the typical work day hours.

Classroom Weekly Room Use- By Campus

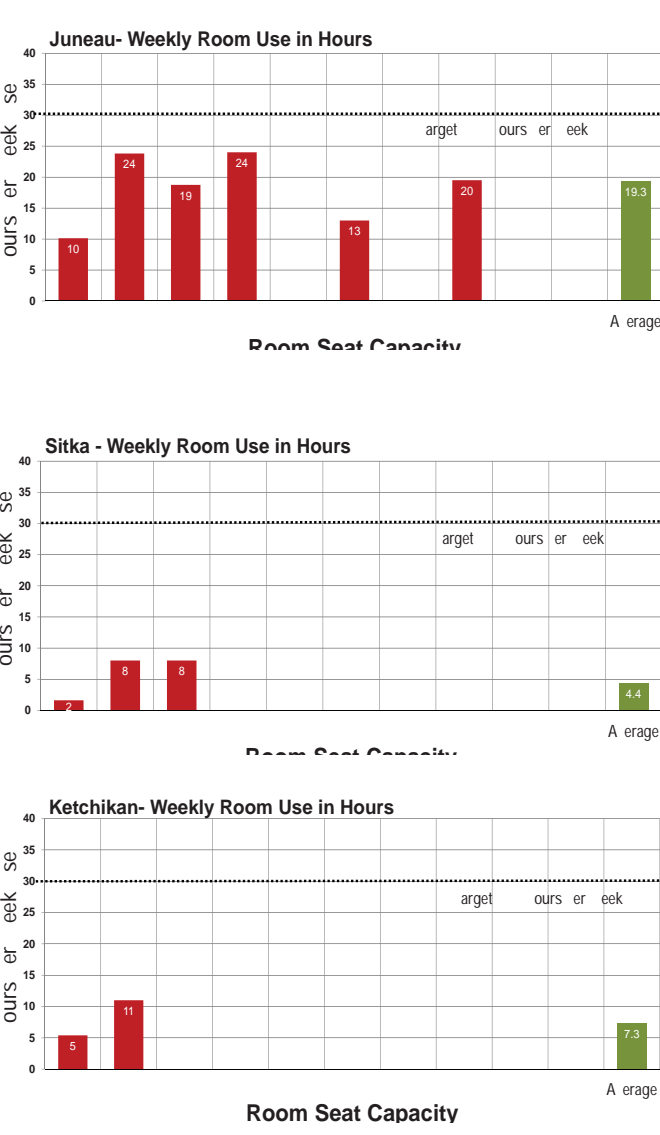


Figure 3.16 Classroom Weekly Room Use - By Campus

While improvement in utilization could be made through scheduling, a significant challenge is classroom function. Enrollment statistics indicate a surplus of space, but they do not recognize the functionality or the locations of the classrooms across campus. Concerns include equipment, configuration, acoustics and lighting, sightlines, technology, etc. Geographic distribution of classrooms is not aligned with demand either. Bill Ray Center has a significant surplus of under-utilized classrooms, but its inconvenient location does not lend itself for use by programs not located downtown. The space needs model also indicates the Juneau main campus also has an excess of classroom space but the classrooms with the best equipment and configurations see the most demand. The under utilization of some classrooms are due mainly to location and obsolescence.





Photo 3.16 Egan Classroom Wing



Photo 3.17 Large auditorium classroom- Juneau Egan Classroom Bldg.

For Sitka and Ketchikan, the space model also shows a large amount of surplus classroom space. This could be due to the shift from classroom centered learning to on line and e-learning programs. Sitka's 2021 Goal is to have 90% of its classes delivered through e-learning. The desire on these campuses is to improve and create classrooms so that a blended learning environment is available. This would suggest an upgrade to classroom technology is highest priority at these two campuses.

UAS should continue to examine opportunities to repurpose underutilized classrooms and improve the quality of space. Budgeted deferred maintenance dollars should be prioritized for renovating existing classrooms.

Classroom Daily Use Rate - Juneau

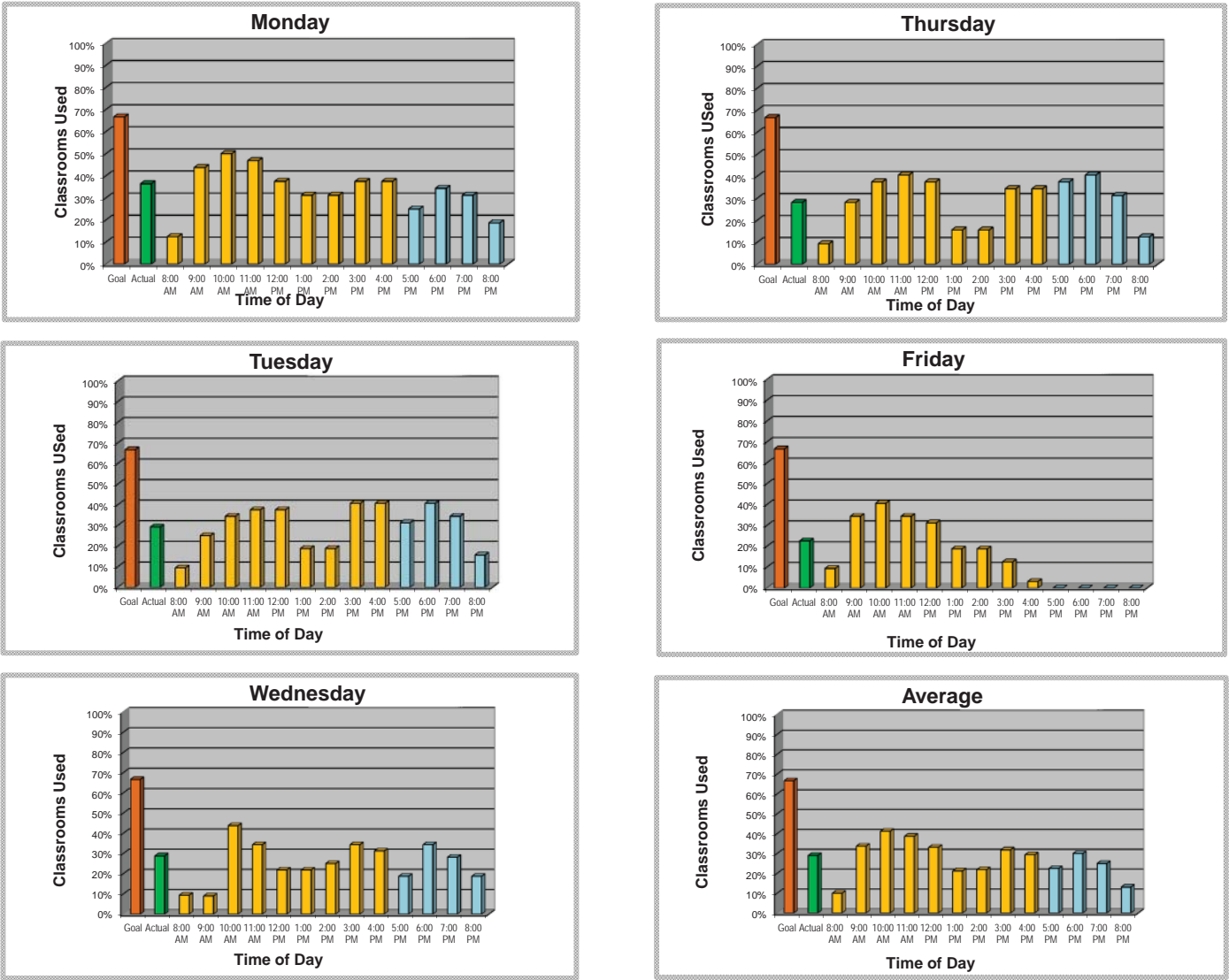






Photo 3.18 Chemistry Lab- Anderson Building Juneau



Photo 3.19 Diesel Technology Lab- TEC

**Instructional (Teaching/Technical) Lab Distribution and Quality**

Similar to classroom space, many of the same issues exist for instructional lab space. For Juneau Auke Lake, the space needs analysis shows currently there is a surplus of teaching lab space but with the growth of programs there will be shortage of space by 2021. The Bill Ray Center also has surplus of teaching lab space, and will in the future, if the building is still part of the facility inventory. The Technical Education Labs at TEC currently show a surplus. With the growth projections for of technical programs including, mine training and diesel technology among others, there will be additional technical lab space required by 2021. The TEC programs will also require covered outdoor work space that is not calculated in the space needs model, but does suggest that removal of the CBJ boat repair from the UAS TEC property would be the best way to address these outdoor space needs.

Sitka's current space needs model indicates a deficit in technical lab space and the deficit only grows as 2021 approaches. The current teaching labs are four times larger than needed for today's programs and will still be over what will be required in 2021 even as the programs grow.

Ketchikan has no current teaching lab demands, but there is nearly 700 sf of area dedicated to science lab space which, according to the class schedule, is going unused. Its technical lab spaces, currently, are quite abundant based on 2011 enrollment and remain so into 2021. However the desire to grow marine transportation programs suggests there will be need to upgrade and renovate space for the bridge simulators as well as create outdoor work spaces around the newly installed davit docks.

The statistics do not, however, reflect considerations of the space apart from quantity. Although minimal

additional space is required in the teaching labs at Auke Lake there were many that had qualitative issues. For example, the Environmental Science Lab spaces on Juneau's Auke Lake Campus appears ad hoc. The space was cobbled together from other discontinued programs to provide the quantity of space required by this growing program without much consideration on what features or characteristics might be appropriate for this kind of space.

From a technical lab standpoint some of the labs could benefit from a reassessment of use. For example the construction technology program has a very large, equipment intensive wood working lab, but the class schedule shows only one class during the entire semester assigned to this space. There may be opportunities for the growing programs to use some of the spaces currently reserved for underutilized labs.

Most important, many lab spaces contain highly specialized lab equipment that restricts the usage for purposes other than lab classes. Because of the specialized lab equipment, scheduling and utilization is very limited.

Looking long term for Juneau Auke Lake, the projected need for more and upgraded quality teaching lab space as well as the need for research space creates an opportunity to create a new science and technology education center, contributing to UAS's desire to consolidate facilities into academic neighborhoods.



Photo 3.20 Construction Technology Lab- Juneau TEC



Photo 3.21 Marine Transportation Simulation Lab- Ketchikan



Photo 3.22 Science Teaching Lab- Ketchikan

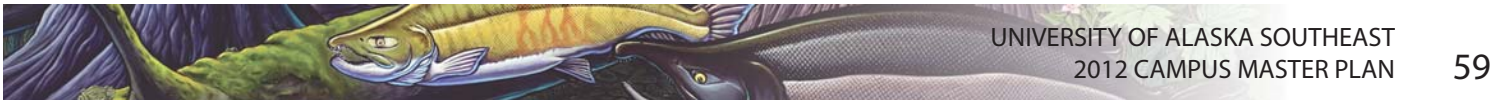






Photo 3.23 Egan Library Juneau Auke Lake Campus

**Library and Study Quantity**

Juneau Auke Lake and Ketchikan are the only two campuses within the UAS system that have active working libraries. Within these spaces are included the Student Learning and Testing Centers which are available to all and used by many students for tutoring, teamwork, workshops and test taking. Existing space needs for Juneau Auke Lake indicate a surplus of library and study space on campus, however a large part of the library is currently being used to meet another demand, that of presentation and lecture space. Over one fourth of the lower level of the Egan Library is dedicated to an auditorium type set up where “Evenings at Egan” are held. Here guest speaker’s present current and important topics relevant to the region. Although currently not affecting collections space of the library, the space might be better utilized for expansion of the overly crowded Learning center. This will push towards UAS’s goal to create visible “student learning centers”.

Ketchikan’s library is currently bursting at the seams with a current space need of nearly 130 % of what they have for both collection and learning center currently. This deficit only increases as needs are calculated for 2021.

Both Juneau and Ketchikan libraries currently serve as a gallery and gathering point for cultural activities and events for their respective communities. UAS’s desire to expand and showcase cultural programs could better be served in a new cultural center building. By moving these events out of the library space, study spaces could be increased.

Library study areas are one of the few areas open to commuter and e-learning students for individual and group study. Library staff expressed that more group study spaces were needed based on the demand of what was currently available.

**Office Quantity and Quality**

Currently, there is a variety of needs and overages across the three campuses of UAS. There is a need for better office space on the Juneau Auke Lake campus including faculty, staff and graduate student office space. While the office space may be sufficient, it is not in the right location, right configuration. Creating quality, inviting office space will help enhance a sense of community. Juneau Bill Ray Center shows a quantifiable surplus but its remote location makes it undesirable to most personnel. The TEC shows a current need with additional office space need in the future. Sitka and Ketchikan are currently showing a surplus of office space across the board, the only area indicating a deficit being e-learning support. Dedicated e-learning support is missing at all campus locations.

Qualitatively the Auke Lake campus has many office spaces which are located in temporary buildings that have outlived their usefulness. There are faculty office suites, in some of the academic buildings, which have not been updated for decades. These suites are often dark “adjustable wall partition” type spaces which provide no natural light. Creating open, collaborative and light filled spaces will produce areas personnel will want to work and contribute to the community of scholars so desired by UAS. Sitka’s abundance of office space will serve them well as growth in the e-learning area continues. As e-learning support space becomes more defined by the evolving programs, their facility will be well situated to meet the demands. Ketchikan’s surplus of office space can provide space to create the conferencing areas they will need. At the same time the surplus can be used create e-learning support space as Ketchikan’s digital programs evolve.



Photo 3.24 Typical Faculty Office



Photo 3.25 Faculty Office- Ketchikan Campus



Photo 3.26 Typical Windowless Faculty Office - 85 SF Soboleff Building







Photo 3.27 Egan Gathering Space



Photo 3.28 Representative Munoz Learning to Pan for Gold with Intro to Mining Students

**Facilities Challenges: Community Engagement**

The primary challenge facing UAS in its mission to support community engagement is the lack of suitable venues on all three campuses for engaging the broader community and partners with shared visions and goals. As a result, UAS continues to hosts a variety of forums, lectures, and cultural performances in spaces ill-equipped or large enough to accommodate large gatherings. The university's popular Evening at Egan Lecture Series, for example, is hosted in the Egan Library. This space lacks appropriate seating and sightlines for large audiences. All three campus locations would benefit from larger venues for hosting music, dance, theatrical and other cultural performances. Smaller venues specifically designed for the temporary installment and public demonstration of student, faculty, and visiting lecturer research and creative expression is also lacking. Current space utilized for this purpose is often in high traffic corridors and hallways that do not lend themselves to public viewings or small group discussion.

Another challenge is linking the campuses to the larger communities in which they reside. Notably absent are the use of distinctive, identifiable signs, banners, landscapes, and other graphic elements indicating the "front door" and communicate the university's collegiate atmosphere and purpose. Supporting the construction of shared trails and open spaces can further integrate the campus into its larger community. The university should continue to work with local governments and neighborhood groups to ensure future development plans provide for adequate public transportation hubs, safe pedestrian crossings.

Finally, future UAS renewal and facility improvements need to take into consideration on how to promote and enable the continued cooperation and mutual support of the three campuses. For example, including study and small group spaces with virtual kiosks and video conferencing capability and connectivity can allow students, faculty and staff to participate in classes and other university events from multiple locations.



Photo 3.29 Totem (Left); Light Pole Banners (Right)



Photo 3.30 Totem at Ketchikan





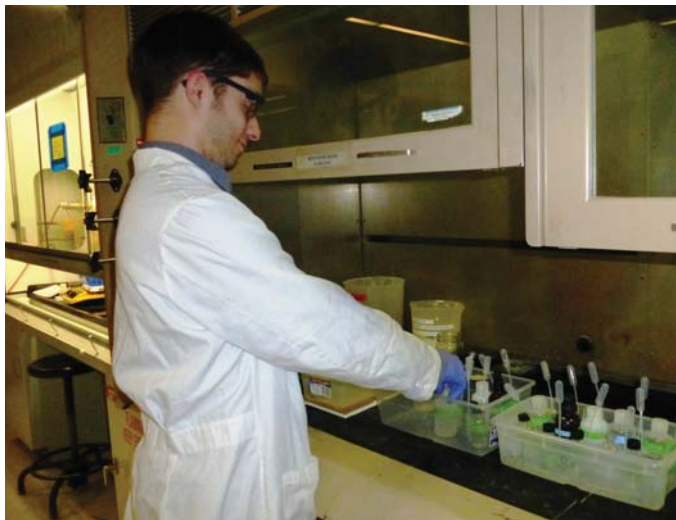


Photo 3.32 Chemistry Lab- Anderson Building Juneau



Photo 3.31 Saltwater Lab- Anderson Building Juneau

**Facilities Challenges: Research & Creative Expression**

The continued promotion of faculty scholarship and undergraduate research requires an on-going commitment to providing adequate research laboratories and dedicated space for creative expression. Research expenditures for the most recent fiscal year were just under \$1million and the university projects research expenditures will exceed \$1.5 million by the year 2021.

Recent efforts to promote research opportunities for faculty and students include the founding of the Alaska Coastal Rainforest Center (ACRC). The ACRC is a collaborative effort with the goal of enhancing education and research opportunities related to Alaska’s temperate rainforests. UAS has partnered with eighteen other organizations representing various federal, state, and local government and not-for-profit agencies.

Undergraduate opportunities are offered through UAS’s Undergraduate Research and Creative Activity Award (URECA). The program partners undergraduate students with a faculty mentor and offers students \$2500 to pursue a research topic or creative project of their choosing.

UAS continues to partner with its sister institutions, UAA and UAF to further faculty and student research. UAS host several graduate research fellows each year to students majoring in science, technology, engineering and mathematics (STEM). In addition, UAS faculty are engaged across the University of Alaska system in joint research. For example, many UAS faculty are named

as investigators on the recent Alaska EPSCoR Phase IV award. The award is administered through UAF with participation from all of the University of Alaska major academic units. The grant is a five year, \$25 million award to research the resilience, adaptation and dynamics of northern social-ecological systems with emphasis on water, ecosystem services, mobilities and system modeling.

Research space need was evaluated through a multi-level analysis that looked at ASF/principal investigator and ASF/research expenditures. Compared to peer institutions, the analysis indicated the need for additional research space in the future.

Because the type of space needed may change over time, new space should be designed flexibly to accommodate changing research and equipment needs. To facilitate student and broad participation in research activities, UAS should continue to seek to consolidate research facilities onto the Auke Lake Campus. One recommendation for consideration is selling the Natural Sciences Research Lab, which is off the Auke Lake Campus and providing additional space more proximate to where the majority UAS’s research is carried out at Anderson Building.

**Showcasing Student Success**

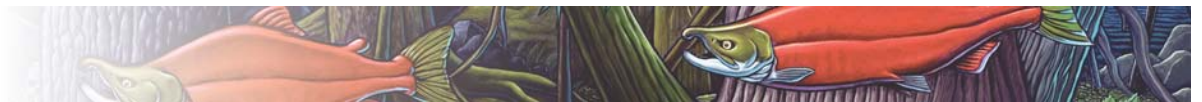
UAS is short on exhibition space to showcase student work. Showcasing undergraduate research and creative expression is an essential part of creating this community. The new Anderson building is a successful example showcasing research and student research. Anderson should be a model for future projects in order to bring more of this display throughout campus.



Photo 3.33 Painting Studio and Display







## Introduction

The Campus Master Plan is designed with the UAS mission, campus-based academic specialties and core themes clearly in mind. It is a dynamic document that engages the broader UAS community in identification of existing and anticipated conditions in light of changing local, regional, and statewide education and training needs. As a major planning tool for future campus development, it invites “continuous improvement” in responding quickly and flexibly to emerging needs and opportunities.



*Photo 3.34 New Student Orientation at Juneau Auke Lake*







Photo 3.35 TEC Faculty Working with a Student



Photo 3.36 TEC Construction Technology - Blower Door Testing

### Campus Based Academic Specialties

UAS recognized decades ago that its relatively remote setting required offering quality eLearning/online courses and programs. At the Juneau Campus, faculty have specialized in offering the fully-online Bachelor's degree in Business Administration and Master's degree in Public Administration. These fill a need throughout the state of Alaska and with Yukon College, a UAS partner institution in Yukon Territory, Canada. The same is true in the UAS School of Education, which offers a highly-desired Master of Arts in Teaching (MAT) program. Students from over 50 communities across Alaska are enrolled in the MAT program, both at the Elementary and Secondary Education levels. UAS also offers eLearning opportunities in Special Education at both the undergraduate and graduate levels. School of Education faculty at UAS are recognized statewide as being particularly effective in educating quality teacher education and educational leadership graduates who readily find employment in the state's schools.

### JUNEAU

The Juneau Campus has a long history of offering both quality face-to-face course offerings and innovative eLearning programs. Of special distinction are courses and programs that capitalize on the campus' exceptional natural setting: in the heart of Alaska's coastal temperate rainforest; with a glacier in its backyard; with rich intertidal marine resources just out the door; with a wealth of vibrant community-based cultural histories, languages, and traditions. These provide exceptional opportunities for students in marine biology, biology, environmental sciences, environmental literature, outdoor studies, and much more.

### SITKA

Sitka Campus faculty and staff are known across the state for innovation in providing eLearning courses and programs meeting high demand needs in healthcare, fisheries technology, law enforcement, and ports and harbors management. Sitka faculty have pioneered quality online science lab courses for delivery throughout Alaska. They also offer a demanding online degree program in Health Information Management that fulfills the need for skilled personnel in the rapidly changing healthcare technology field.

### KETCHIKAN

As one of three UAS campuses, the Ketchikan Campus is recognized for offering innovative online and hybrid courses and programs that meet the needs of students across Alaska. For example, Ketchikan faculty provide leadership in offering the online Bachelor's degree in Liberal Arts. This is one of very few baccalaureate programs offered completely online within the University of Alaska System. Ketchikan faculty also offer specialized hybrid programs in high-demand workforce areas, including Marine Transportation and Fisheries Technology.



Photo 3.37 CNA Student - Anatomy and Physiology





Alignment of Campus Master Plan with UAS Core Themes

The CMP will be used in guiding, developing, and evaluating capital funding needs, designing new facilities and re-purposing those facilities already in place, and in enhancing the built and natural campus environments. The following pages highlight the UAS core themes and identify guiding principles for development of the future campuses. The future campus visions follow the themes, demonstrating the manifestation of the themes in Building Use, Green Space, and Parking and Circulation.



Photo 3.38 UAS Graduation

1) STUDENT SUCCESS

- Design attractive and inviting facilities to enhance student retention and success
- Create campus spaces that integrate active learning, engaged teaching, and community wellness
- Increase opportunities for student activities, both indoor and outdoor
- Provide spaces for group discussion, study, and gatherings associated with meals
- Design centrally-located student housing in Juneau to enhance student life and community engagement
- Provide prominent spaces highlighting student accomplishments and success
- Showcase the environmental assets of each campus (views, open space, trails)
- Provide accessible services for campus-based, commuter, and online students

2) TEACHING AND LEARNING

- Design facilities that enhance flexible delivery of eLearning and blended/hybrid programs
- Provide quality facilities that enhance distinctive UAS programs and assets
- Create inviting interior spaces that encourage and promote a sense of campus community
- Consolidate dispersed facilities into integrated academic neighborhoods
- Design and construct facilities that promote eLearning and active, engaged learning
- Integrate cultures and environments of Southeast Alaska into facility and landscape design

3) COMMUNITY ENGAGEMENT

- Design facilities with attention to safety and security for all members of the UAS community
- Construct facilities that advance UAS’ role as major economic contributor in SE Alaska
- Develop venues for community events that engage university and broader communities
- Share facilities with community partners in support of shared vision and goals
- Capitalize on proximity of UAS facilities to adjacent high schools/educational partners
- Create a distinctive UAS identity and identifiable ‘front door’ for each campus
- Integrate discrete campus facilities by use of consistent signage, media, and graphic elements
- Support construction of shared trails and open space adjacent to UAS campuses

4) RESEARCH & CREATIVE EXPRESSION

- Provide integrated teaching/research facilities capitalizing on UAS natural environment
- Create spaces to showcase undergraduate research and creative expression
- Design science/research labs to maximize integration of teaching and research
- Shift Natural Sciences Research Lab facilities to Juneau’s Auke Lake Campus
- Design flexible facilities to allow quick response to evolving research/teaching needs



Photo 3.39 Totem Raising Ceremony



Photo 3.40 Diesel Mechanics





Campus Kwáan

It is no accident that the environment and cultures of Southeast Alaska figure prominently into UAS’s Mission and Vision statements. Alaska Natives have lived and prospered in Southeast Alaska for over ten thousand years. The Auke Lake Campus was built on traditional Aak’w Kwáan lands. Today, Alaska Natives make up approximately 25% of the K-12 student body in Alaska. Going forward, it is clear that Alaska Native communities will always be critical stakeholders in higher education.

The Tlingit word Kwáan “derives from the Tlingit verb ‘to dwell’ and refers to the total lands and waters used and controlled by clans inhabiting a particular winter village.” (Our Grand Parents’ Names on the Land, Thornton, 2012). Embedding the Tlingit concept of a Kwáan into the Campus Master Plan is not merely a symbol of respect toward the indigenous people of the region, it is an acknowledgement that Alaska Native values, Tlingit values, in particular, add definition and meaning to the sense of community, sense of place, and sense of purpose that the Campus Master Plan is attempting to achieve.

In the Tlingit worldview, like many Native worldviews, people and place are intertwined. In other words, they cannot be considered independent of each other. Every person’s sense of being is tied to a particular place. When you relate to the world in this way conversations about the environment and culture tend to become more complex, more meaningful, and more relevant. Take for example, the concept of Wooch.Yax which includes the values of balance, reciprocity, and respect. It is easy to see how Wooch.Yax can be the foundation underneath an enduring master plan.

There are, no doubt, countless Native concepts and values that can inform this master plan. For the current purposes, it might be sufficient to note that the aesthetic value of any Alaska Native design, art and architecture that makes it onto the campus is the least of the reasons to embrace them. The hope is that this distinctive learning community will continue to achieve its potential and truly become a destination of choice that is also appreciated as an indigenous place.

There were at least twenty Kwáans in Southeast Alaska prior to the arrival of outsiders. The Ketchikan Campus is located within Taant’a Kwáan, the Sitka Campus is located within Sheey At’iká (a.k.a. Sheet’ká) Kwáan, and the Juneau Campus is located within Aak’w Kwáan.



Photo 3.41 Natives at Auke Lake Village - Juneau, Alaska



Photo 3.42 Student drumming group



Figure 3.1 Juneau Auke Campus Kwáan



Juneau—Building Use

Support Student Success

Multiple gathering spaces are provided in central locations as a resource for commuter students as well as residential students. At Juneau Auke Lake, a new firstyear student residence hall with living/ learning center will be tucked away in wooded hillside within campus Kwáan. A new student union will provide expanded dining options and relocate the bookstore also within campus Kwáan. A field house/ soccer field is located on under utilized parking

Support Teaching and Learning

Foster a strong and connected academic community where various departments can collaborate and share resources—a community of scholars.

Classroom improvements, relative to modern pedagogy and learning styles, will be achieved through a combination of renovation and new construction. Classroom should be adapted for hybrid learning, and allow for nimbleness.

At Juneau Auke Lake Campus new development is oriented around the Campus Kwáan. Sell Bill Ray Center and consolidate programs on main campus; a small classroom/office building will support relocated programs as well as provide swing space for additional remodel and new construction. Move Heath Sciences/ UAA Nursing programs to new facilities on Auke Lake Campus; Lease or sell underutilized Natural Sciences Research Lab (NSRL) building. Use resources from the sale or lease of this space to help fund the new science building.

Support Community Engagement

The new Cultural Arts Center, which includes a Long House, performance and gathering space, gallery space, and demonstration areas both within the building and outside, will be a distinguishing facility that serves as a resource to the Auke Lake Campus as well as the greater community. The Cultural Arts Center resides at the campus entry to create a signature campus gateway, welcoming students and community alike.

Support Research and Creative Expression

Continue to promote faculty scholarship and undergraduate research through an on-going commitment to providing adequate research laboratories and dedicated space for creative expression. Provide areas for exhibition through campus.

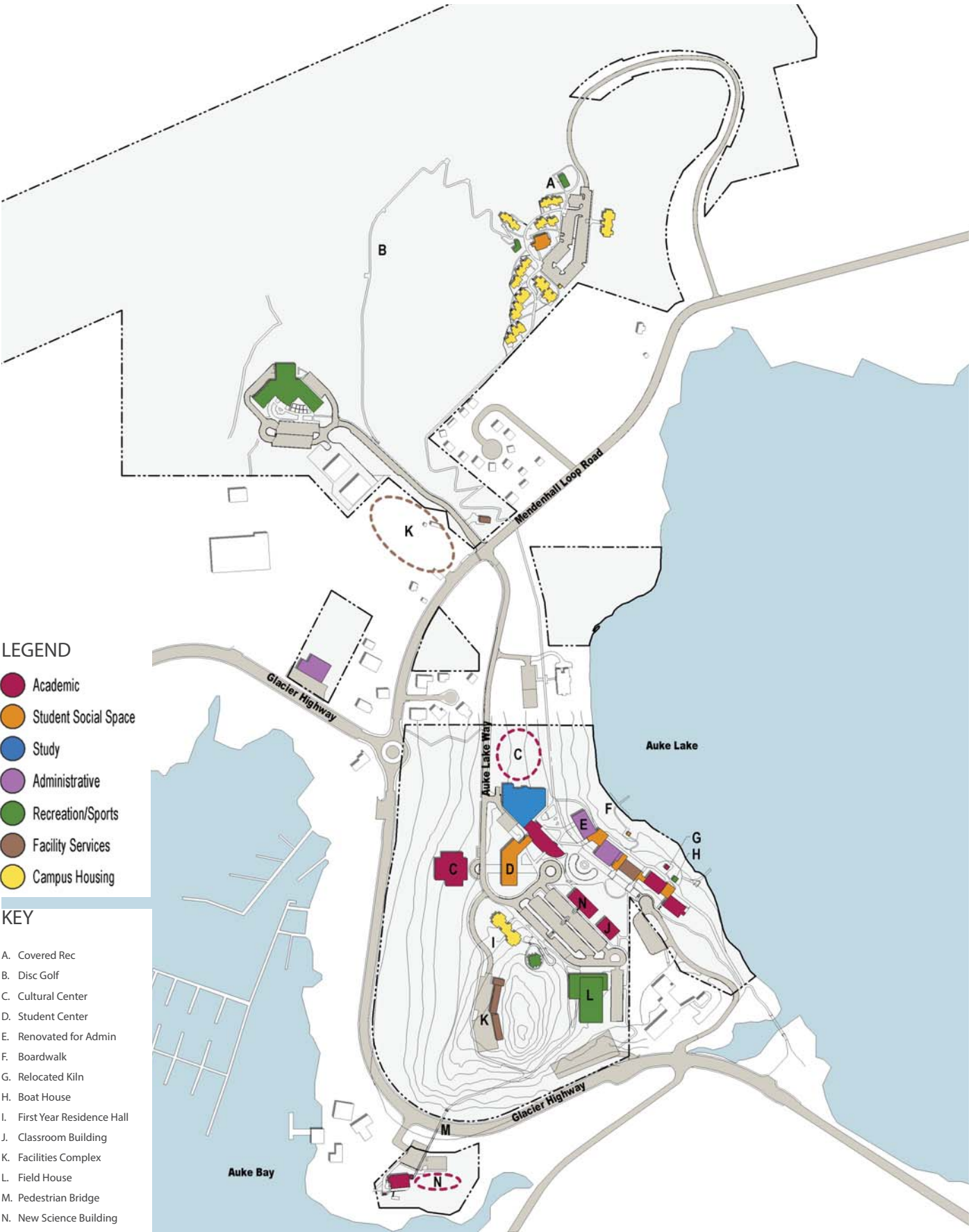
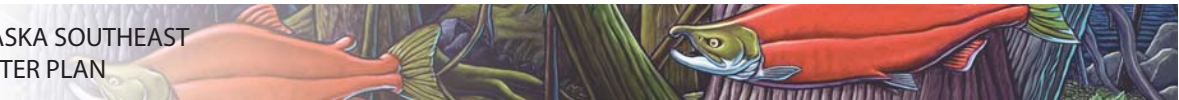


Figure 3.2 Juneau Auke Lake Building Use





Juneau—Green Space

Support Student Success

The student life experience is augmented by the landscape. Connections made between green spaces, buildings and the greater environment strengthen the relationship between the built and natural environment. Use the landscape to create a sense of place. At Juneau Auke Lake, the Campus Kwáan orients and connects new development.

Support Teaching and Learning

Open space development on campus enhances the student learning experience. The Campus Kwáan at the campus core provides opportunities to recognize and interpret Tlingit cultural heritage of Auke Lake area. This is achieved through cultural art, demonstration areas and signage.

Outdoor learning spaces range from informal outdoor classrooms and gathering spaces to art courtyards, to functional work spaces and access to loading docks.

Support Community Engagement

Streetscape enhancements including signage and light-pole banner/ artwork program are used to create a visual and consistent presence of the multiple university locations within their unique communities.

Campus trails connect campus and community to enable sharing of access to the natural environment through recreation.

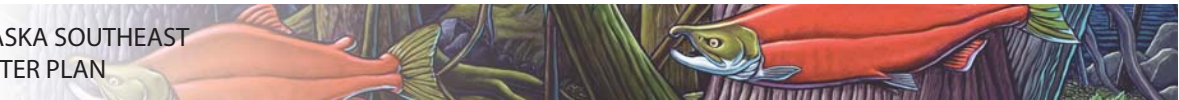
Support Research and Creative Expression

Design development to maximize connections to water and access to vistas. At Juneau Auke Lake, demolition of the annexes provides opportunity for expanded art courtyard and recreation. Selective and careful thinning reinforces vistas of surrounding mountains and glaciers at Auke Lake, and vista of Auke Bay near the Cultural Arts Center.

Local food production at Juneau Auke Lake campus is comprised of a working greenhouse and garden area, adjacent to the Recreation Facility, but also in easily accessible to the upper campus student housing precinct via the paved trail.



Figure 3.3 Juneau Auke Lake Green Space





Juneau—Circulation and Parking

Support Access

The previous CMP guided a bold decision at Juneau Auke Lake campus to close a portion of Auke Lake Way to public access. The current CMP continues to support this through promoting greater clarity to the new campus main entrance both as wayfinding and as safety issues arise.

Additional drop-offs at Cultural Arts Center, New Academic Building and Fieldhouse, and Residence Hall accommodate additional people on campus for the various facilities.

As Glacier Highway is transformed by the Department of Transportation, coordinate bus stop locations and schedules with Capital Transit to provide the safest and logical access points to students and community arriving by bus.

Loading areas continue to be focused to rear of building, directing access vehicles to less populated routes. At Juneau Auke Lake, a new limited access road connects facilities services to main campus.

Support Pedestrian and Bicycle Environment

The Campus Kwáan creates a pedestrian-centric core Juneau Auke Lake Campus, building upon the campus greenway. Connect the Anderson Building and Campus Kwáan through new pedestrian path and bridge. Strengthen the connection from the Campus Kwáan to the upper campus student housing precinct and recreation building through marked crosswalks and realigning the pedestrian trail to cross at the vehicular intersection. The University should continue to explore options for a crosswalk light.

Bicycle parking should be located in convenient locations along ped/bicycle routes, with options for covered parking at areas of high use.

Support Parking

The on-campus parking ratio needs careful study in order to determine the appropriate replacement of under utilized parking. Parking at Juneau Auke Lake becomes the site for several new buildings. Additional parking may be provided at the former facilities services site or behind BAS. Continue to share parking with Chapel-by-the-Lake.

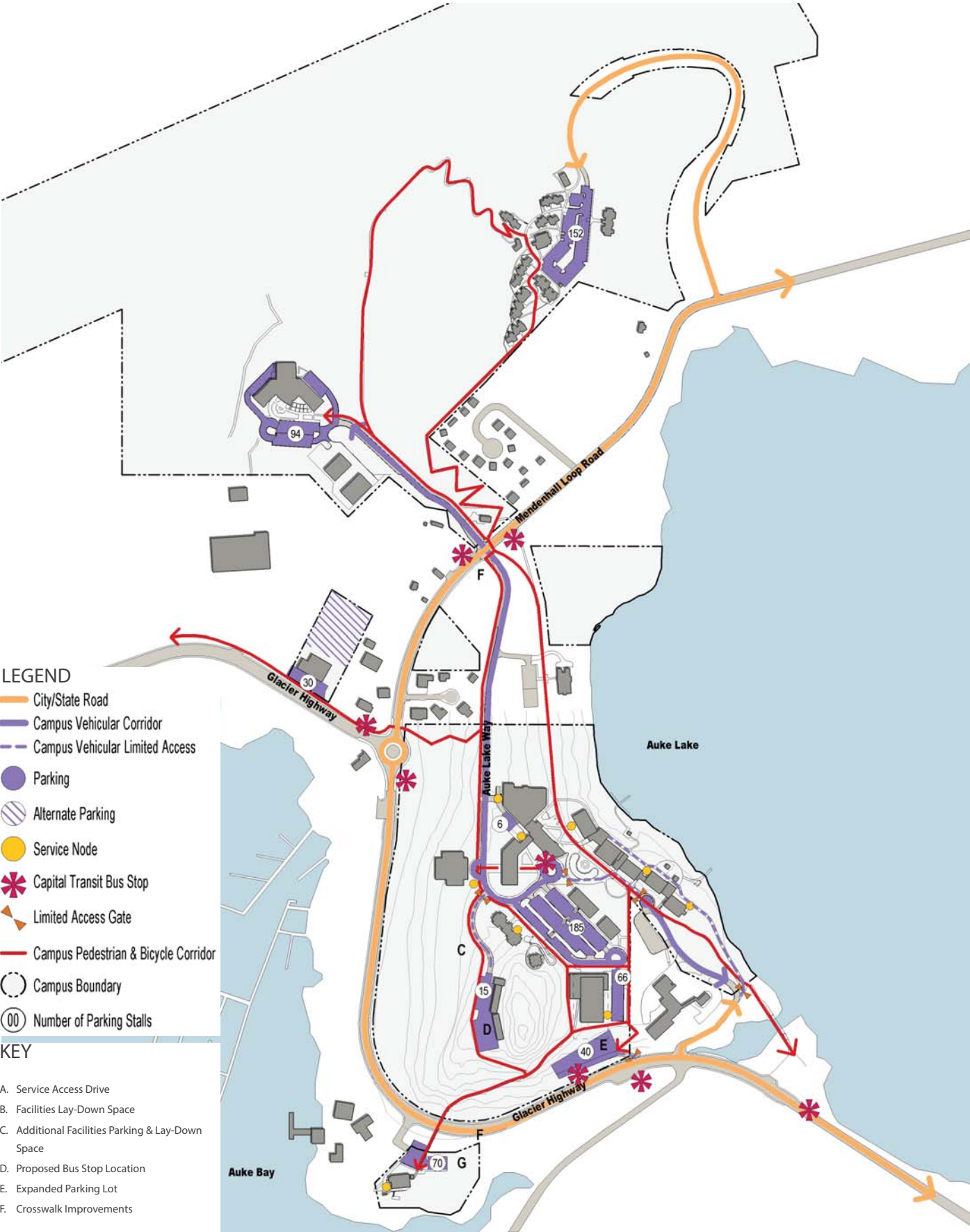


Figure 3.4 Juneau Auke Lake Circulation and Parking

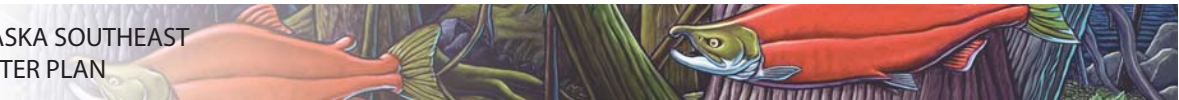






Figure 3.5 Technology Education Center Building Use (Level 2 shown in dashed frame)

**LEGEND**

- Academic
- Student Social Space
- Study
- Administrative
- Recreation/Sports
- Facility Services
- Campus Housing

**KEY**

- A. Storage/Facility Building
- B. Expanding Welding/Art
- C. Signage/Gateway at Existing Pedestrian Bridge
- D. Expanded Lab and Classroom Space

Technology Education Center - Building Use

Support Teaching and Learning

At Technical Education Center, consolidate all Career Education programs and office space to create a cohesive campus. Reconfigure the Marine Tech building to accommodate best use of space with the opportunity for a small expansion. Marine transportation and a computer lab will move from Bill Ray to the Technology Education Campus and should be accommodated during the reconfiguration/expansion. Modify lease with City/ Borough of Juneau at TEC to enable building expansion.



Figure 3.6 Technology Education Center Green Space

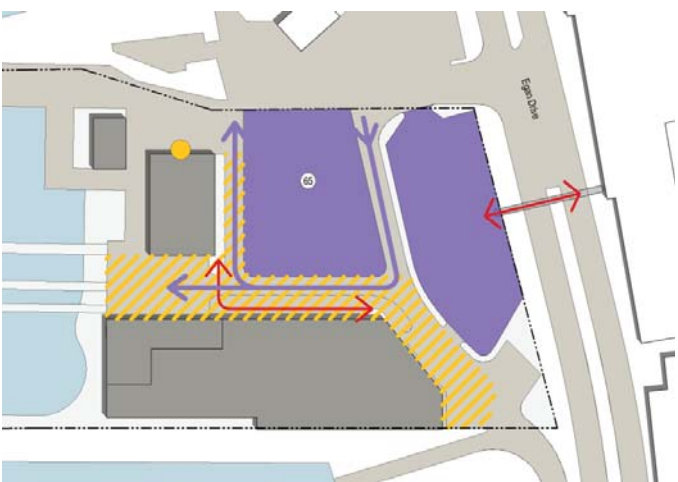


Figure 3.7 Technology Education Center Circulation and Parking

**LEGEND**

- Outdoor Gathering
- Pedestrian Zone
- Streetscape
- Landmark
- Main Building Entry
- Campus Boundary

**LEGEND**

- City/State Road
- Campus Vehicular Corridor
- Campus Vehicular Limited Access
- Parking
- Alternate Parking
- Service Node
- Capital Transit Bus Stop

- Limited Access Gate
- Campus Pedestrian & Bicycle Corridor
- Campus Boundary
- Number of Parking Stalls

Green Space

Support Student Success

Create clear circulation zones between buildings that connect main entrances. Develop a small outdoor gathering area.

Support Community Engagement

Streetscape enhancements including signage and light-pole banner/ artwork program are used to create a visual and consistent presence along Egan Drive. Promote greater visibility by using bridge to Juneau-Douglas High School as a UAS landmark.

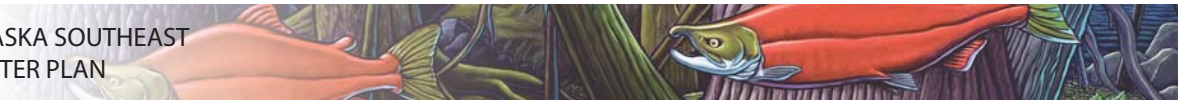
Parking and Circulation

Support Teaching and Learning

Outdoor space provides necessary staging areas for programs. Circulation and service zones extend through areas adjacent to buildings for access.

Support Access

Utilize signs and unique landmarks to signify the main entrance/front door to campus.



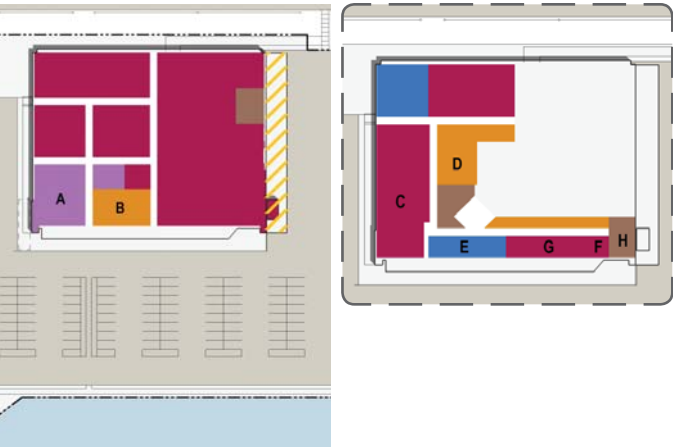


Figure 3.8 Sitka Building Use (Level 2 shown in dashed frame)



Sitka—Building Use

Support Student Success

Multiple gathering spaces are provided in central locations as a resource for local students. Improve integration of services in all campus buildings through display kiosks and smart signs. At Sitka, bring public functions to the forefront in support of student success. Create clear circulation zones within the building.

Support Teaching and Learning

Foster a strong and connected academic community where various departments can collaborate and share resources—a community of scholars.

Classroom improvements, relative to modern pedagogy and learning styles, will be achieved through a combination of renovation and new construction. Classroom should be adapted for blended instruction and allow for flexibility. Spaces should be adapted and configured to consolidate uses and promote wayfinding. Consolidate uses within the building. Maximize benefits from proximity to Mt. Edgecumbe High School in support of collaboration and secondary-postsecondary links.

Support Community Engagement

Make use of community facilities in supporting UAS programs (e.g. Sitka Sound Science Center, Public Safety Training Academy, Sitka Fine Arts facilities.)

Support Research and Creative Expression

Improve public displays of student learning and creativity.



Figure 3.9 Sitka Green Space

Sitka—Green Space

Support Student Success

The student life experience is augmented by the landscape. Connections made between green spaces, buildings and the greater environment strengthen the relationship between the built and natural environment. Use the landscape to create Campus Kwáan and a sense of place. Improve/ enhance quality of green space and pedestrian circulation adjacent to Sitka Campus building to connect to proposed trail systems, clarify circulation, and provide opportunities for cultural and art displays.

Support Teaching and Learning

Open space development on campus enhances the student learning experience. Outdoor learning spaces range from informal outdoor classrooms and gathering spaces to art courtyards, to functional work spaces and access to loading docks.

Support Community Engagement

Use streetscape enhancements including signage and light-pole banner/ artwork program to create a visual and consistent presence of the multiple university locations within their unique communities. Capitalize on the aviation heritage of Sitka's unique location to create sculpture and sense of arrival.

New house posts have recently been installed at each main entry.

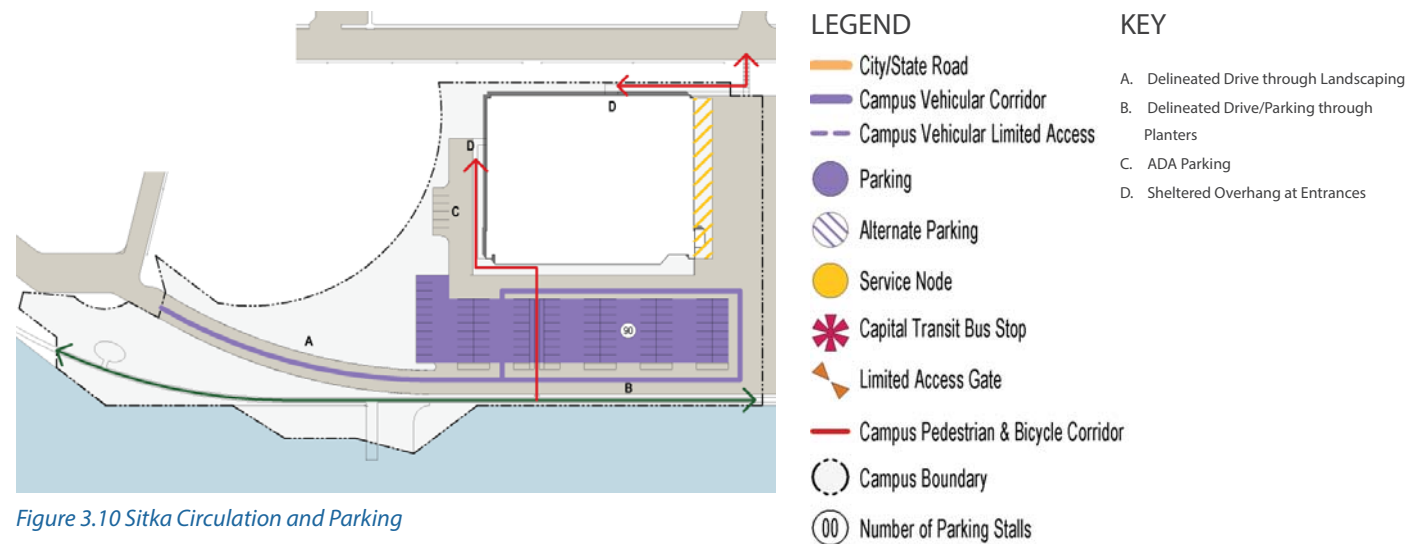
Japonski Island Trail connect campus and community to enable sharing of access to the natural environment through recreation.

Support Research and Creative Expression

Design development to maximize connections to water and access to vistas.







*Figure 3.10 Sitka Circulation and Parking*

## Sitka—Circulation and Parking

## Support Access

Loading areas continue to be focused to rear of building, directing access vehicles to less populated routes. Zones are created at various locations that coordinate loading functions with academic functions.

## Support Pedestrian and Bicycle Environment

Provide a distinct and clear path for pedestrians and bicycles. Continue to provide sheltered bike parking.

## Support Parking

Utilize moveable planters to define parking. Location ADA accessible parking at all public doors, including side door that links to the testing area.

## Ketchikan—Building Use

## Support Student Success

A new central hub connection provides the home for student support spaces. Improve integration of services in all campus buildings through display kiosks and smart signs.

Enhance relationship between KIC and Lower Campus.

## Support Teaching and Learning

Foster a strong and connected academic community where various departments can collaborate and share resources—a community of scholars.

Classroom improvements, relative to modern pedagogy and learning styles, will be achieved through a combination of renovation and new construction. Classroom should be adapted for hybrid learning, and allow for nimbleness. Spaces should be adapted and configured to consolidate uses and promote wayfinding.

## Support Community Engagement

Consider partnerships to utilize facilities in community, such as the Alaska Marine Highway site and the Ketchikan Shipyard site.

## Support Research and Creative Expression

Improve public displays of student learning and creativity

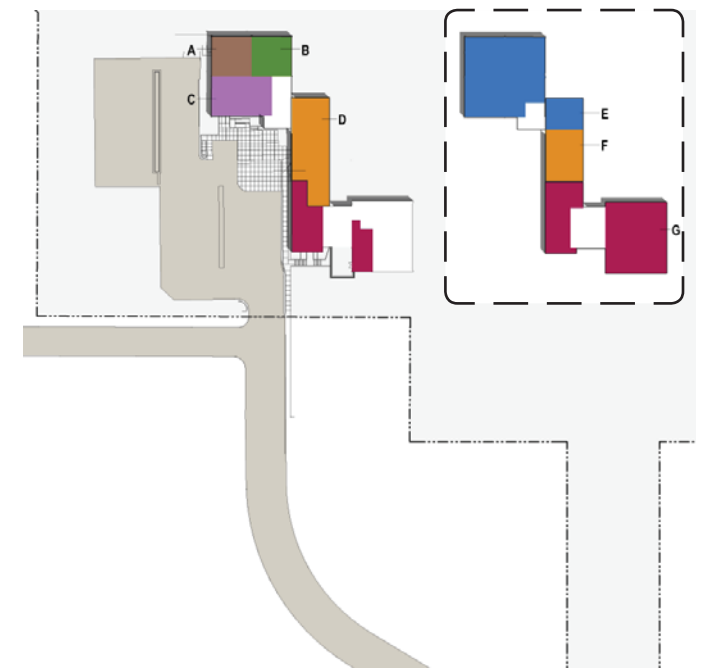


Figure 3.11 Ketchikan Upper Campus Building Use (Level 2 shown in dashed frame)

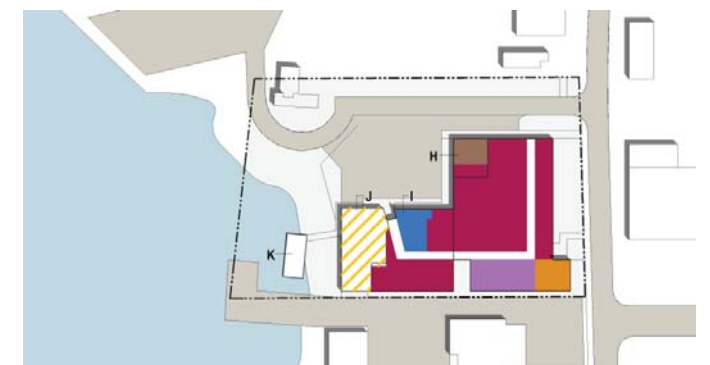
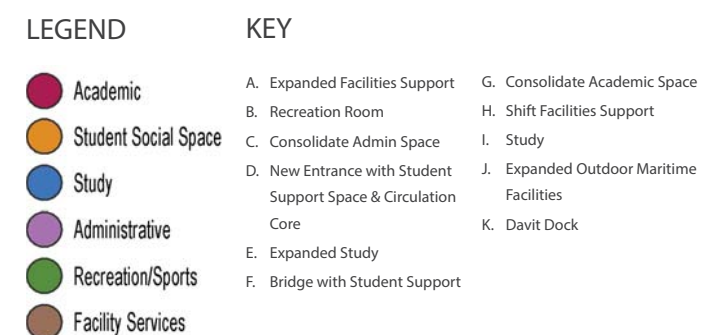


Figure 3.12 Ketchikan Lower Campus Building Use



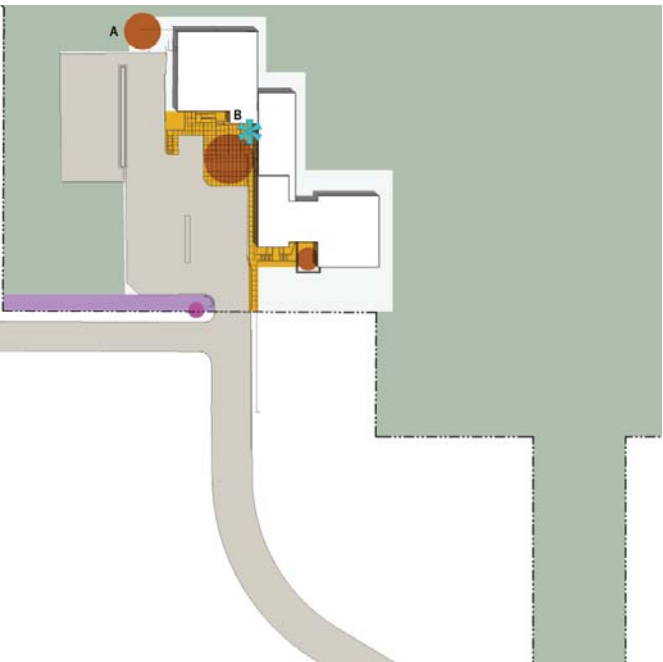


Figure 3.13 Ketchikan Upper Campus Green Space

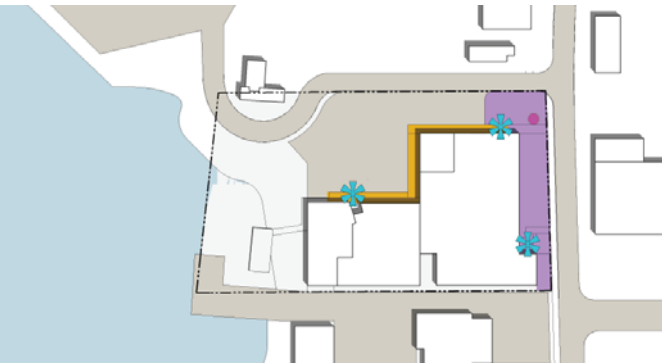


Figure 3.14 Ketchikan Lower Campus Green Space

**LEGEND**

- Outdoor Gathering
- Informal Wooded Area
- Forest Preserve
- Recreation
- Garden
- Streetscape

**KEY**

- Landmark
- Campus Boundary
- Campus Pedestrian Corridor
- Trail
- A. Trailhead Enhancements
- B. Centralized Building Entrance w/ Expanded Gathering Space

Ketchikan—Green Space

Support Student Success

The student life experience is augmented by the landscape. Connections made between green spaces, buildings and the greater environment strengthen the relationship between the built and natural environment. Use the landscape to create a sense of place. Improve outdoor setting and access, and create a deliberate arrival point at both upper and lower campuses.

Support Teaching and Learning

Open space development on campus enhances the student learning experience. The lower campus uses proximity to harbor for maritime access and the new Davit dock.

Support Community Engagement

Streetscape enhancements including signage and light-pole banner/ artwork program are used to create a visual and consistent presence of the multiple university locations within their unique communities.

Campus trails connect campus and community to enable sharing of access to the natural environment through recreation.

Support Research and Creative Expression

Design development to maximize connections to water and access to vistas.

Ketchikan—Circulation and Parking

Support Access

Utilize signs and unique landmarks to signify the main entrance/front door to campus.

Loading areas continue to be focused to rear of building, directing access vehicles to less populated routes. Create and define a zone that coordinates loading functions with academic functions at Ketchikan Lower Campus.

Support Pedestrian and Bicycle Environment

Develop pedestrian circulation to provide a distinct and clear path.

Bicycle parking should be located in convenient locations along ped/bicycle routes, with options for covered parking at areas of high use.

Support Parking

Reconfigure and pave parking at Ketchikan lower campus.

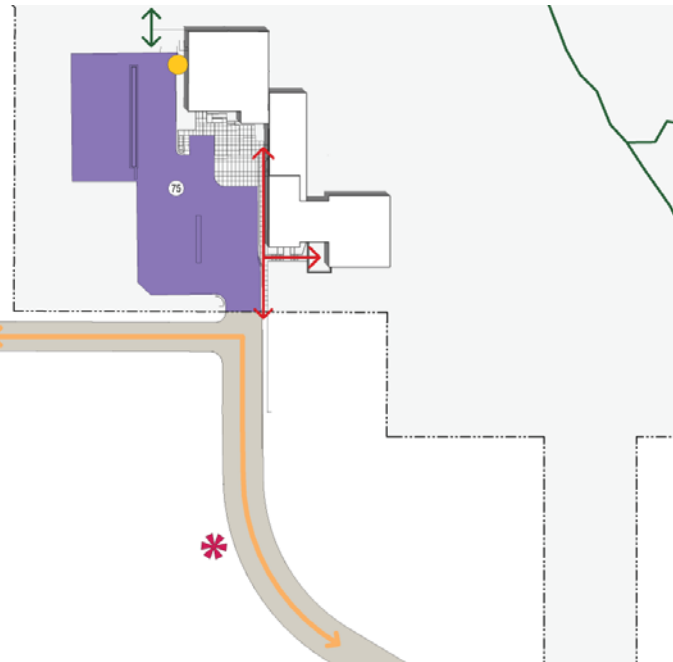


Figure 3.15 Ketchikan Upper Campus Circulation and Parking

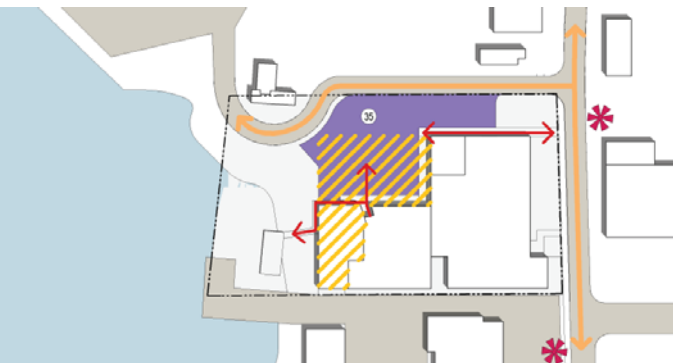


Figure 3.16 Ketchikan Lower Campus Circulation and Parking

**LEGEND**

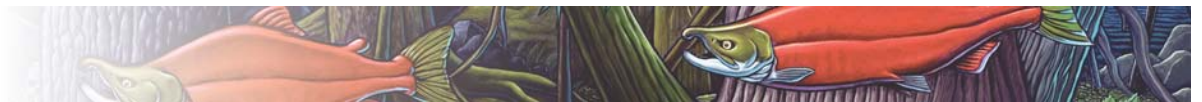
- City/State Road
- Campus Vehicular Corridor
- Campus Vehicular Limited Access
- Parking
- Alternate Parking
- Service Node
- Capital Transit Bus Stop

**KEY**

- Limited Access Gate
- Campus Pedestrian & Bicycle Corridor
- Campus Boundary
- Number of Parking Stalls







## Introduction

The following section outlines implementation strategies. A series of detailed actions accompanies the set of drawings that illustrate Current Projects and Priorities, Mid Term Projects (2014-2019), and Long Term Projects (2019 and Beyond). A precise implementation schedule is not specified in order to allow flexibility for programmatic changes and potential funding shifts.

Each project proposed in the UAS Campus Master Plan should build upon the Core Themes of the Strategic Plan. The accompanying matrices link each project to the Core Themes.



*Photo 3.1 Chancellor John Pugh and Bill Sheffield at Bridge Dedication*



*Photo 3.2 Stair Construction at TEC*







Photo 3.3 New Freshman Dorm Study by MRV Architects

Current Projects And Priorities

The current projects and priorities phase focuses on currently planned and funded projects. Goals include campus visibility and creating sense of place through simple, strategic site strategies at all campuses.

With the strategic decision to sell Bill Ray Center and potentially NSRL, this phase sets the stage at Juneau Auke Lake to add additional buildings in the immediate future and continue to solidify the campus core.

CORE THEMES

- I. STUDENT SUCCESS
- II. TEACHING AND LEARNING
- III. COMMUNITY ENGAGEMENT
- IV. RESEARCH & CREATIVE EXPRESSION

I	II	III	IV	CAMPUS	KEY	PROJECT RECOMMENDATIONS	GSF
						<b>BUILDING IMPROVEMENTS</b>	
				J	R-1	Freshman Residence Hall	17,357
						<b>LANDSCAPE/ GREENSPACE IMPROVEMENTS</b>	
				J	S-1	Outdoor site development at campus greenway	45,000
				J/K/S	S-14	Landmark/ Signage Improvements- ongoing	-
				J	S-20	Extend campus greenway corridor between Noyes and new housing	5,000
				J	S-16	Campus perimeter landscape and signage improvements- Glacier Highway	2450 LF
						<b>CIRCULATION IMPROVEMENTS</b>	
				J	S-3	Anderson Site Development- Upgrade to Entry/ Parking due to Road work	40,000
				J	S-10	Extend campus greenway corridor including covered walk along SE property line to new Anderson Trail SW of Noyes pavillion	600 LF
				J	S-11	Auke Lake Way Pedestrian Improvements & Road Re-alignment	2800 LF
				J	S-12	Development of campus path and bridge to Anderson building	14,000 LF

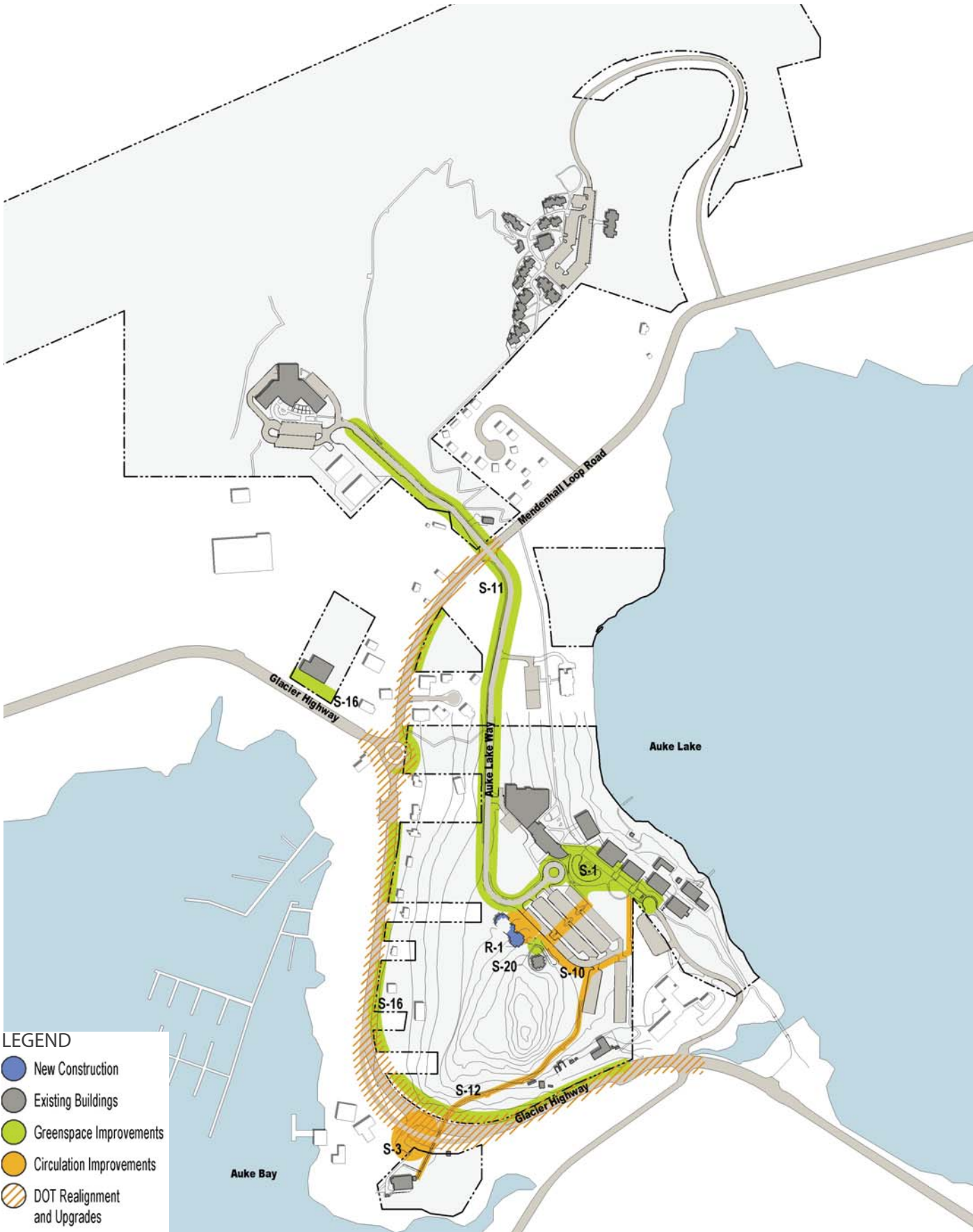
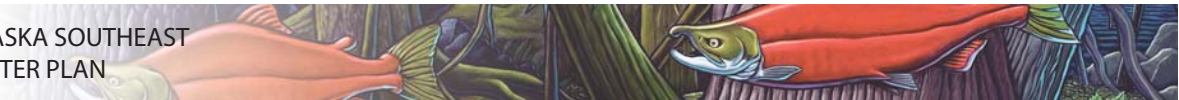


Figure 3.1 Juneau Auke Lake - Current Projects and Priorities





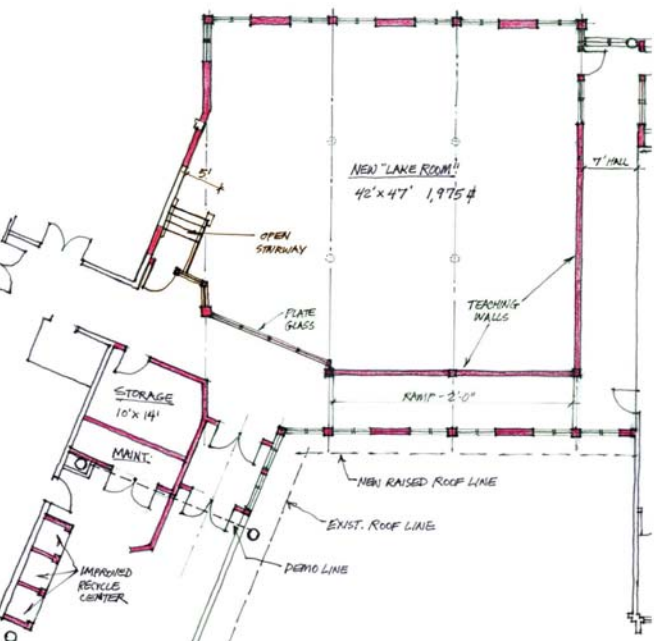


Photo 3.4 Sketch from Infill “Links” Study by MRV Architects

Mid-Term Projects And Priorities (2014-2019)

Mid-term projects correspond with the CIP plan. Student success is a main priority. These projects continue to focus on fostering the student experience with new dining hall / student union, student support spaces and classroom renovations.

Alternate options should be explored to test likely scenarios including the new dining hall/student center and remodeling Mourant, or building an academic classroom / academic office building.

The Annexes become valuable swing space to help accommodate renovations.

CORE THEMES

- I. STUDENT SUCCESS
- II. TEACHING AND LEARNING
- III. COMMUNITY ENGAGEMENT
- IV. RESEARCH & CREATIVE EXPRESSION

I	II	III	IV	CAMPUS	KEY	PROJECT RECOMMENDATIONS	GSF
						<b>BUILDING IMPROVEMENTS</b>	
				J	A-1	Auke Lake Academic Classroom/ Academic Office Building	21,890
				J	A-3	TEC Welding Buidling 2nd floor renovation/ expansion	3,000
				J	A-4	Mourant Renovation	17,584
				J	A-5	Hendrickson Renovation	11,532
				S	A-6	Sitka Art Room Renovation	1,600
				J	C-1	Auke Lake Student Center	33,000
				J	C-2	Auke Lake Student Social Spaces	13,000
				J	R-2	Freshman Residence Hall Phase II	11,781
						<b>LANDSCAPE/ GREENSPACE IMPROVEMENTS</b>	
				S	S-5	Sitka Site Improvements	180,000
				K	S-17	Campus perimeter landscape improvements- Ketchikan Campus	400 LF
				S	S-18	Campus perimeter landscape improvements- Sitka Campus	250 LF
				J	S-19	Campus perimeter landscape improvements- TEC Center	330 LF
				J	S-8	Lakeside Recreation Area/ New Boathouse/ Boardwalk at lake front	NA
						<b>CIRCULATION IMPROVEMENTS</b>	
				J	S-10	Drop-off and Extend Campus Greenway to New Academic Building	NA
				J	S-13	Improved Pedestrian connections at TEC	8,000

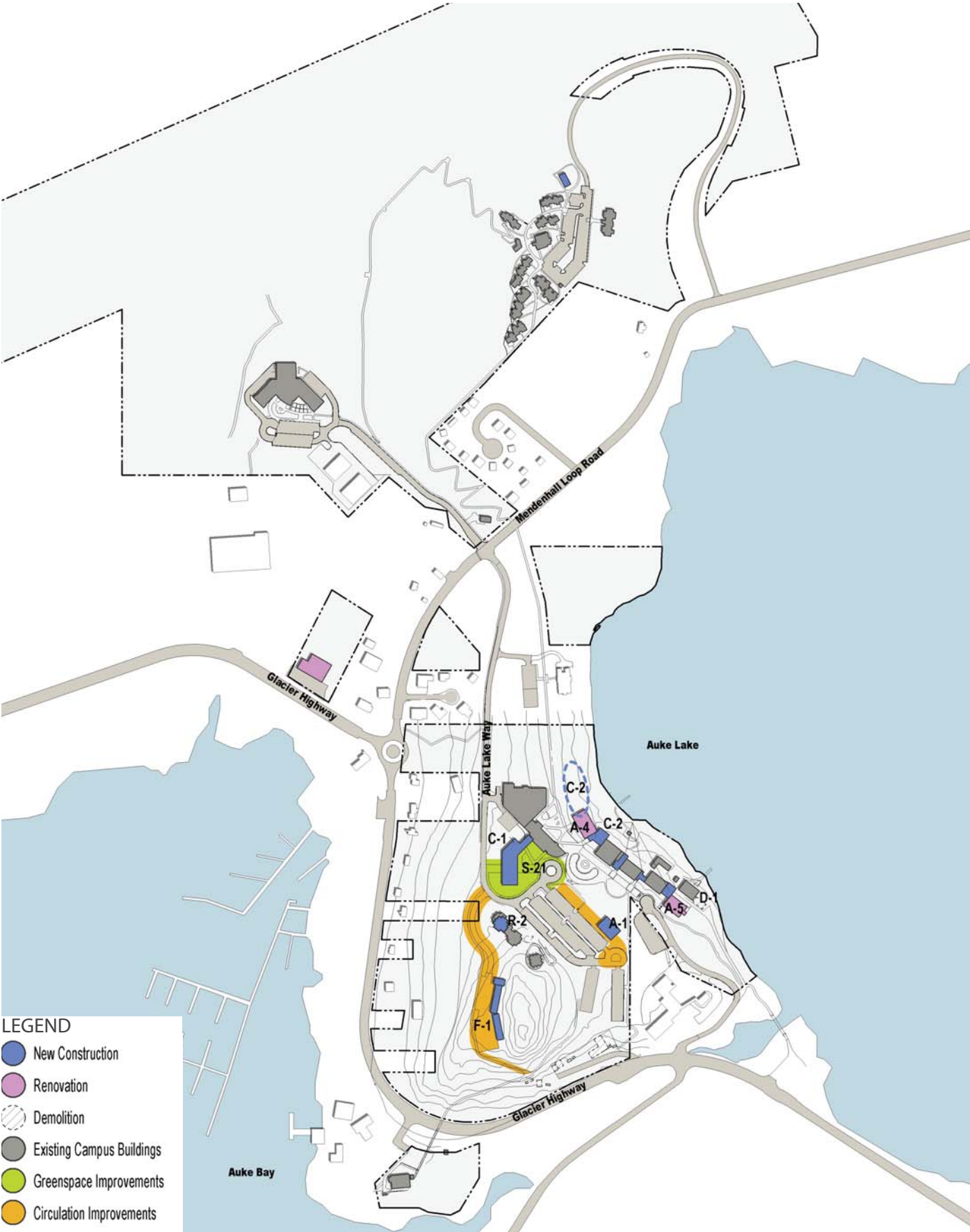


Figure 5.2 Juneau Auke Lake - Mid-Term Projects and Priorities



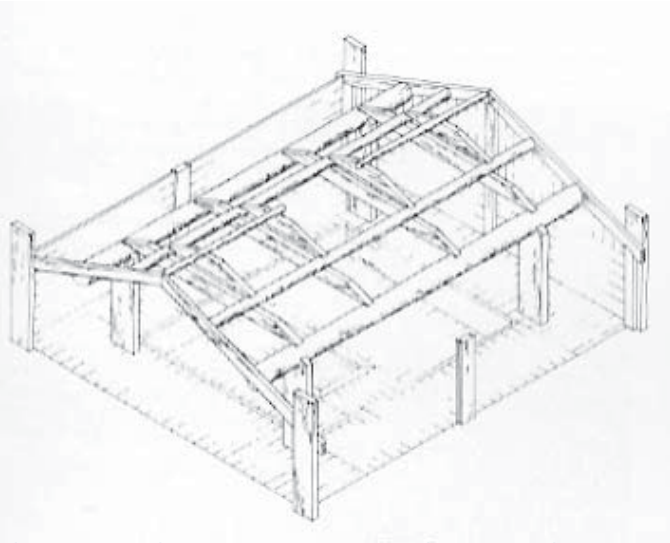


Photo 3.5 Typical Long House Frame, source: <http://www.shortstreet.net/NA/naplankho.htm>

Long Term Projects And Priorities (2019 And Beyond)

Long term projects place focus on additional amenities to improve student life experience, facilities to enhance community connections, and continued growth for classroom space including renovations.

The gradual shifting of buildings at the heart of campus/ campus core allows for the demolition of the Soboleff Annex and the creation of an active/passive recreation zone along Auke Lake.

CORE THEMES

- I. STUDENT SUCCESS
- II. TEACHING AND LEARNING
- III. COMMUNITY ENGAGEMENT
- IV. RESEARCH & CREATIVE EXPRESSION

I	II	III	IV	CAMPUS	KEY	PROJECT RECOMMENDATIONS	GSF
						<b>BUILDING IMPROVEMENTS</b>	
				J	A-7	Physical Science Building	25,200
				J	A-8	Auke Lake Cultural Center	20,000
				J	A-9	TEC Expansion/ Mine Training Center/ parking re-configuration	14,000
				J	A-10	Novatney Renovation	11,884
				J	A-11	Soboleff Art Studio Renovation	3,000
				K	A-12	Ketchikan Addition	7,200
				J	C-2	Field House	31,000
				J	D-1	Demo Annexes	
				J	R-3	Banfield Remodel	17,748
						<b>LANDSCAPE/ GREENSPACE IMPROVEMENTS</b>	
				J	S-2	Tlingit outdoor interpretive trail	-
				J	S-7	Anderson Site Development- Creation of outdoor classroom space	5,000
				J	S-8	Lakeside Recreation Area/ New Boathouse/ Boardwalk at lake front	140,000
				J	S-9	Disc Golf Course	600,000
				J	S-16	Campus perimeter landscape and signage improvements- Glacier Highway	350 LF
						<b>CIRCULATION IMPROVEMENTS</b>	
				J	S-22	Additional Parking at Anderson science building	60,000

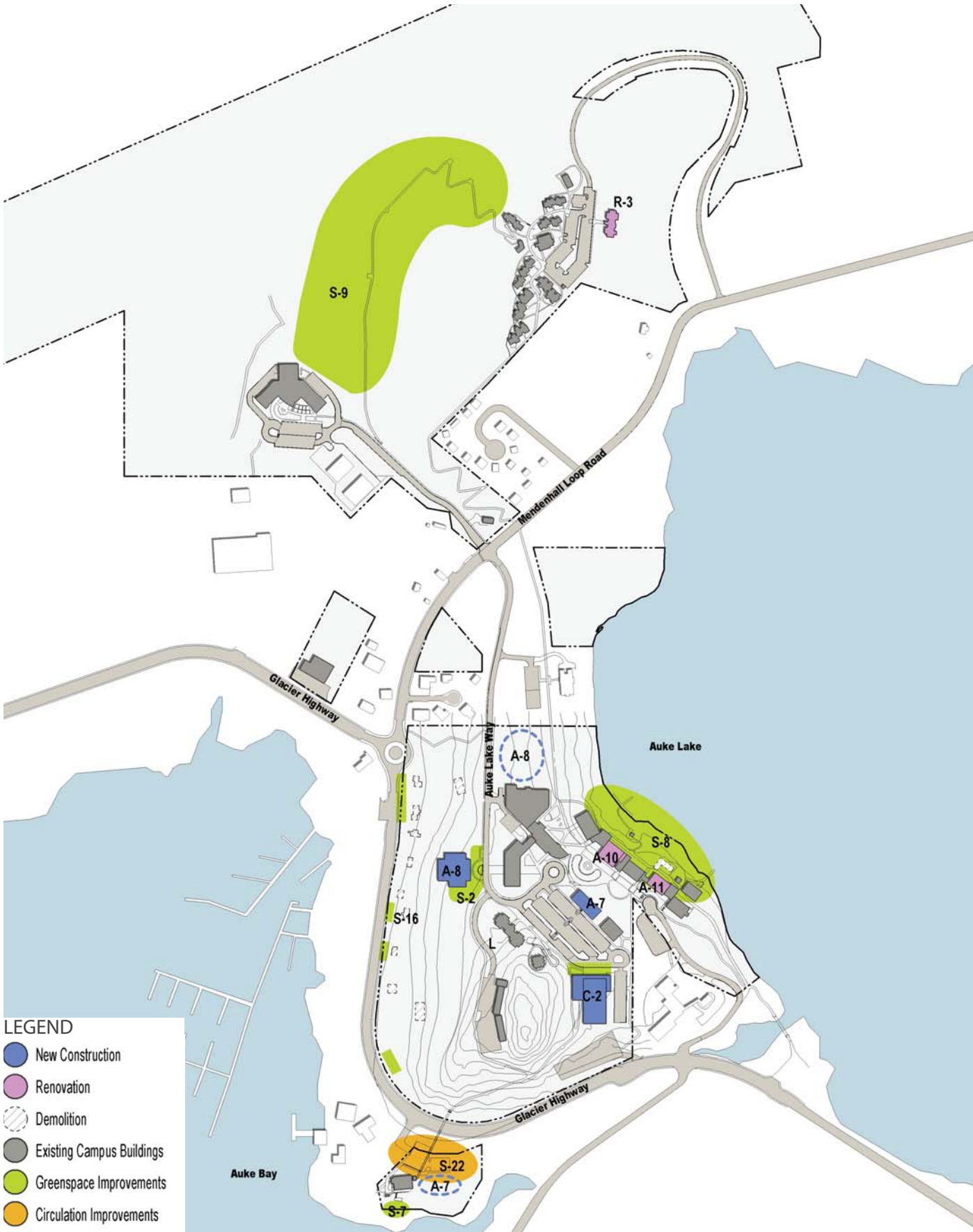


Figure 5.3 Juneau Auke Lake - Long Term Projects and Priorities





Photo 3.6 Auke Lake dock

### Design Guidelines

The purpose of the Campus Design Guidelines is to encourage and inform design for new construction and renovation projects in support of the University's mission and to promote a coherent identity for its three campuses in Juneau, Ketchikan, and Sitka. The purpose of the Guidelines is to achieve a balance between the Campus Master Plan guiding principles and the judgment that must be exercised for each implementation project, so that the campuses are developed in a thoughtful and consistent manner over an extended period of time. The desired result is an integrated regional university with cohesive campuses in which the parts all relate to one another, regardless of their location and when they are built.

These guidelines are intended to serve as a living document that supports innovation, safety, flexibility, and sustainability over time. They provide for evolving uses, while enhancing the visual and civic integrity of the campuses and the surrounding areas.

### 1.0 Campus Character

#### 1.1 Identity: Coherence and Unifying Multiple Campuses

UAS' mission focuses on student learning. In support of this mission, the university subscribes to a set of values that inform this plan. These values are: Excellence, Diversity, Access, Collaboration, Sustainability, and Stewardship. These values must be integrated into, and reflected in, the design of UAS facilities.

The university's motto "Learn, Engage, Change" reflects the spirit of our UAS mission and the core themes of the UAS Strategic and Assessment Plan, 2010-2017.

The UAS campuses should be designed with a level of distinction that reflects this mission and incorporates the rich cultures, languages, arts, and environments of Southeast Alaska. Achieving this goal involves capitalizing on the exquisite natural environment of our campuses. It involves designs based upon artistic expression and cultural diversity. It includes a sense of transparency and access, collaboration, and creative use of space. It means designing to be a good neighbor in our communities. And it includes designs that take the long view—building with sustainability and stewardship in mind. Each of these values and sayings should serve as guiding principles in the design of campus buildings and open space. Therefore, the following questions should be posed throughout the development of future projects:

How does the project express institutional qualities of:

- Excellence through continuous improvement and innovation?
- Diversity of cultures, talents, abilities and educational goals?
- Collaboration within and beyond the university?
- Access to all?
- Sustainability and stewardship?
- Does the project recognize the significance of Southeast Alaska cultures through:
- Concept of Campus Kwaan?
- Relationship between people and the land?
- Being a good neighbor and contributing to community?
- Does the project integrate aspects of the surrounding natural world?



Photo 3.7 Totem Carving at Egan



Photo 3.8 Covered Walk at Ketchikan upper campus







Photo 3.9 New Campus Sign at Sitka



Photo 3.10 Campus Entrance Sign at Juneau Auke Lake

1.2 Campus Identity and Character

While institution-wide identity is important, each campus must also respond to its own unique context and conditions. Strategies such as physically clear edges that identify the campus core, easily identifiable entries and significant open spaces, help to make a campus distinct. Consistent elements across the building design approach are also important tools (ex. materials, detailing, roof slopes, fenestration, etc.) that help establish and/or strengthen identity and character and should be considered for each campus. Questions to pose throughout the development of future projects are:

- Does the project contribute to strengthening a sense of the campus core?
- Does the project help to define open spaces expressed in the campus master plan?
- Does the project strengthen campus identity and visibility?

1.3 Contextual Response

Qualities unique to each site such as views, topography, natural features and neighborhood character should inform a design response that celebrates distinct qualities of each campus and grounds the campus to its place. Building and open space form and orientation should take into account the exceptional features of the campus setting. When possible and appropriate, adjacent natural environments should be brought into the design as a campus feature. Questions to pose throughout development of future projects should include:

- How are unique aspects of the site and campus captured in the design? Consider:
  - o Views
  - o Topography
  - o Natural features
  - o Cultural setting
  - o Character of the surrounding area
  - o Relationship to surrounding bodies of water



Photo 3.11 Auke Lake



Photo 3.12 Native Vegetation







Photo 3.13 Eagle Totem at Auke Lake



Photo 3.14 Sikta House Posts

#### 1.4 Cultural Response

UAS is simultaneously rooted in the cultural history and landscape of Southeast Alaska and its place in the modern world. The campus culture embraces the environment and cultures of southeast Alaska, including the rich history and tradition of the original people of this region—Tlingit, Haida and Tsimshian who have lived here for thousands of years. Contemporary communities are diverse and modest in size but are rich in history and in economic and cultural activity. The region's economy today is centered on fishing, mining, tourism and government. It is a region of abundant natural resources, resilient communities and unsurpassed beauty. The Cultural Response to design should be rooted in Haa Shagoon—a vibrant Campus which reflects, celebrates and interprets our built environment with knowledge of the rich cultural history of the past together with future generations as we wish them to see us. Together this should work in harmony on the design approach to the campus built environment as a symbol of our place in this time. Questions to consider during the design process may include:

- Does the project approach consider the environment and cultures of Southeast Alaska while simultaneously looking at the past, and the future, with the greatest consideration to the campus at this place in this time?
- Does the project consider visual and artistic aspects of the original people of this region—the Tlingit, Haida and Tsimshian—in the design process and character of the building?

#### 1.5 Response to Climate

The University of Alaska Southeast is located in a temperate rainforest. Its location between the coastal mountain range—with its glaciers and icefields—and Alaska's Inside Passage create unique maritime climatic conditions. Aspects of a maritime climate such as rain, fog, snow, freeze-thaw cycles, wind direction and the occasional clear sunny day should be considered while identifying building and open space orientation. Buildings should be designed to capitalize on the region's exceptional views and viewsheds, which make for inviting instructional and work spaces. Because Southeast Alaska is often cloud-covered, members of the university community treasure natural lighting; thus, wherever possible buildings should be designed to bring natural light into classrooms, offices, and gathering spaces. While days with access to the sun's warmth and direct light can be rare, there should be opportunities to take advantage of these events when they do occur.

- Does the project take into account maritime climatic conditions of SE Alaska's temperate rainforest? Consider:
  - o Amount of rainfall
  - o Snow, ice and freeze-thaw cycles
  - o Taku winds
  - o Amount of daylight
  - o Cost-effective utilization of alternative energy sources
  - o Natural lighting
  - o Energy designs for long-term sustainability



Photo 3.15 Outdoor Studies Class



Photo 3.16 Outdoor Classroom on a Sunny Day







Photo 3.17 View from Covered Walk at Ketchikan Upper Campus



Photo 3.18 Entry Sign and Planting at Student Recreation Center Entry Drive

### 1.6 Relationship between Campus and Community

Campus edges and entries are the public face of the university. For visitors and the University of Alaska Southeast community, the dominant impression of the University is created by these edges. Campus edges and entrances must provide an appropriate reflection of the character and quality of campus without creating barriers.

Campus edges should have visual features that clearly define campus boundaries (e.g., landscape plantings and elements, lighting standards, banners identifying the UAS, signage, forest edges, bodies of water, etc.). Signage should be unified, consistent, scaled appropriately, and limited in number and aimed to the first-time visitor. Other recommendations at the campus edges might include:

- Public art to provide a campus feel.
- Consistent landscape treatment.
- Select open views into campus

The Campus "Front Door" serves as the transition between the campus and the surrounding community and should clearly indicate arrival to the campus. The campus "Front Door" should create a welcoming appearance and a sense of arrival to UAS. The "Front Door" should promote long term vision and quality in development through

- Distinctive and consistent signage, including text, form and color
- Streetscape enhancements through the use of banners, plantings and pedestrian walkways
- Enhancement of cultural and environmental awareness through signage
- Proximity of transit stops to the campus "Front Door"

### 1.7 Relationship between Buildings and Campus

Landscape. The functionality and aesthetic quality of the campus depends on the design of buildings, open space and circulation being conceived in concert, with the intent of enhancing each other. Building placement can define open space and affect the quality of that space through shadows and scale, depending on time and season. The scale of open space formed between buildings should be determined intentionally. For example, a campus' most significant landscape should be grander in scale and character than the smaller more intimate spaces that are part of the open space network of campuses with multiple buildings.

- How does the project support and define existing or future landscape as expressed in the master plan?

Circulation. A building's relationship to campus circulation should be designed to help clarify a campus' organizing structure. Main entrances should be clearly identified and relate to the pedestrian circulation and pathways, incorporating a combination of indoor and outdoor gathering places to accommodate informal conversations and gatherings where appropriate. The pedestrian environment should dominate. Questions for consideration in implementing design might include:

- How does the project help to clarify the campus organizing structure?
- Does the project clearly identify entrances?
- Does the project successfully connect to and support the campus pedestrian circulation system?
- Are indoor and outdoor relationships strengthened with the project design?



Photo 3.19 Covered walk connecting Paul and Ziegler Buildings







Photo 3.21 Aerial View of Anderson Science Building



Photo 3.20 Anderson Science Building

## 2.0 Architectural Standards

With UAS’ origins as a community college and the expansion of auxiliary and academic programs into a liberal arts university, UAS buildings have resulted in an eclectic mix of styles and character. The architectural guidelines are not grounded in a particular design period, but in the understanding that sustainability, functionality and response to the surrounding natural environment shall be the driving influence in building design. Building design should be of its time rather than mirror previous styles as well as complement neighboring buildings, accommodate future renovations and embrace adaptive reuse.

### 2.1 Orientation and Location

Building locations shall generally conform to the Campus Master Plan. These locations are intended to develop unity among buildings and support campus functions and circulation by means of alignment and location. Building orientation should take into account access to daylight and views, and topography.

- Appropriate response to views should be made to emphasize connection to unique natural beauty of campus locations and settings
- Questions during the design process might include:
  - o Does the project siting and orientation keep with the vision expressed in the master plan?
  - o Does the siting and orientation help to support other campus functions and circulation?
  - o Does building orientation capitalize on unique site features such as views and topography?

## 2.2 Scale and Massing

Building massing should be determined by functions, program, context and the future vision of the campus.

- The overall scale - size, footprint, height, and profile relate to surrounding buildings and open space.
- Typically buildings will be “in scale” with their environment, similar to their surroundings and appropriate to the development area and use, unless the building or site is a landmark or special use deserving special prominence.
- If the vision expressed in the campus master plan includes the predominance of future buildings at a larger scale than existing, the project should be designed to contribute to this future vision.
- Existing site features also inform massing such as topography where the design response can respect and utilize existing slopes.
- The repetition of building elements at a variety of scales will bring a unifying character to the building and still provide rhythm and variation.
- Massing should also be determined by interior quality of space. For example, interior daylighting is maximized with shallow floor plates, daylight atriums, skylights, and increased building perimeter (65-85’ is the recommended maximum building width for academic programs).

Questions to pose include:

- Is the project scale and massing appropriate to the
  - o Program?
  - o Site and context?
  - o Future campus vision?
- Does the scale massing contribute to a quality interior environment?
- Does the scale and massing take advantage of unique and positive site features?



Photo 3.22 Photo illustrating vertical/ transparent building elements at circulation space between buildings







Photo 3.24 Exposed Wood at Ketchikan



Photo 3.25 Daylight in Egan Library

### 2.3 Materials

Material choices should emphasize integrity of materials in their natural state. They should be of a permanent nature, able to age well, and express appropriate craftsmanship in their detailing and application. Material options will vary depending upon the campus area and function, but consideration should be given to use of local materials whenever feasible.

New buildings should be designed to encourage a visual fusion of indoor and outdoor spaces through transparency. Each exterior building wall should be thought of as both a specific means of containing and defining interior space, and as an element that defines the campus. Transparency increases awareness of and feeling of connection with the campus setting. Solid walls, particularly at ground level, emphasize boundaries and separation, undermining the notion of the campus as a public space.

Questions to pose during design might include:

- Do the proposed materials offer a sense of integrity to their natural state?
- Are materials chosen durable and able to age well?
- Is there an appropriate use of solid vs. transparent walls?

### 2.4 Building Entrances

At primary building entrances, the exterior spaces should be developed from materials and forms that complement the building architecture and that do not compete with the facade.

- Integrated accessible entries should be provided at all new buildings and provide appropriate weather protection with particular attention to precipitation and to snow and ice buildup.
- When possible, entrance spaces should provide for informal seating.
- Amenities should be provided at all primary building entrance spaces including waste receptacles and bicycle racks; these should be located in a non-obtrusive way while being visible and convenient.

### 2.6 Service Areas

Loading and Service areas should be designed to meet functional requirements of each building they serve, but care should be taken to appropriately screen and protect these areas.

### 2.7 Mechanical Areas

Areas devoted exclusively to mechanical equipment should be designed so that their visibility from public areas and building entries, including walkways, is minimized.



Photo 3.26 Building Entry at Mourant



Photo 3.27 Building Entry at Hendrickson Annex







Photo 3.28 Light through the trees



Photo 3.29 Rainforest Understory

### 3.0 Landscape Guidelines

The University of Alaska Southeast is situated in such an arena of spectacular scenic beauty that the landscape guidelines should focus on the larger natural world while emphasizing the University's connections to it. Campus elements should be organized in a purposeful manner that conveys the history of place, cultural traditions, educational mission and location of the University of Alaska Southeast. The landscaped spaces should tie the built environment together in a cohesive manner which reinforces the sense of a modern campus in a wilderness setting.

#### 3.1 Image and Entrance (see Campus "Front Door")

- Provide landscaping to complement distinctive signage which creates a sense of arrival at campuses' "front doors"
- Provide streetscape enhancements along property bordering public rights-of-way that include banners, plantings, and pedestrian walkways
- Create signage to enhance cultural and environmental awareness
- Refer to *UAS Signage System Manual and Construction Specification* for specific details

### 3.2 Outdoor Gathering and Interchange

- Develop a system of spaces adjacent and visible to campus with unifying design elements
- Develop spaces to provide flexibility in the variety of uses, from small to large scale gathering, concerts, ceremonies, demonstration, and recreation
- Develop spaces in coordination with pedestrian circulation routes that encourages multi-directional traffic flows and interchange
- Situate gathering spaces in visible locations with consideration of light and seasonal conditions to promote use and participation
- Provide opportunity for interpretive elements that connect the cultural and environmental histories of each campus
- "Lifestyle Experience" in the common spaces serve to make those spaces comfortable and well used, including open seating fixtures, and less formal shapes to landscape features



Photo 3.30 Autumn Scene at Auke Lake Campus Core



Photo 3.31 Small Covered Pavilion at Auke Lake







Photo 3.32 Covered Walkways at Auke Lake

3.3 Circulation

- Build upon/Expand pedestrian greenway corridor to develop a network of connected routes that connect buildings as well as outdoor gathering spaces with a clear, safe, direct route of travel
- Minimize pedestrian and vehicular points of conflict
- Use paving with the colored and textural feelings that identify areas as appropriate for various uses
- Provide provisions for snow removal from pedestrian, vehicular and service circulation routes
  - o Always develop a plan for snow removal and storage, and provide safe and secure routes between activity areas
  - o Provide snow storage areas in each zone, to be easily accessed and easily removed when it reaches critical mass
  - o The use of removable planters with trees, shrubs and flowering plants as space definers is a desirable solution to snow management problems
- Screen parking areas with plantings
- Use topography to nestle parking below sightlines
- Minimize vehicular circulation within campus
- Orient service areas away from primary pedestrian areas

3.4 Planting Strategies

- Plan and develop individual landscape projects with the unifying theme of **Low Maintenance, Environmental Sustainability, and Native Plant Community Integration.**
- Create a sustainable and aesthetic landscape through
  - o Preservation and restoration of certain natural landscape features, including evergreen forest and native understory
  - o Create a low maintenance footprint using native species together with low maintenance shrubs and perennials to create environmental sustainability
  - o Selectively trim and prune plantings to improve sightlines to view corridors (Auke Lake, Auke Bay and the mountains beyond)
  - o Minimize the amount of intensively maintained landscape
  - o Create optimal views to building entrances through the use of landscape elements
  - o Use of removable planters with trees, shrubs and flowering plants to define space (a desirable solution to managing snow removal)
  - o Aggressively remove invasive species



Photo 3.34 Planting at Egan Courtyard



Photo 3.33 Paving at Egan Courtyard





**APPENDIX A:**

**Compliance with UA Board of Regents'  
Master Planning Policy**

**APPENDIX B:**

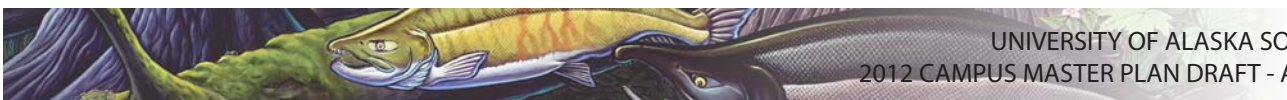
**Space Needs Analysis**

**APPENDIX C:**

**Departmental Space Needs Analysis**

**APPENDIX D:**

**Planning Concepts**





## **Compliance with UA Board of Regents' Master Planning Policy**

Chapter 05.12 – Capital Planning and Facilities Management; P05.12.30 Campus Master Plans

The University of Alaska Southeast Campus Master Plan addresses all 12 content points outlines by the Board of Regents. The points encompass community and environmental context, enrollment planning and subsequent facility needs, and future project recommendations. These projects include potential demolition, upgrades and new construction for facilities, infrastructure and open space. The points are addressed in the planning document as follows:

### **One: Projected enrollment and other factors affecting the need for facilities and infrastructure**

Section 3: Current Campus Challenges includes discussion of issues that drive recommendations for future facilities and infrastructure.

Existing space needs were analyzed and outlined in a summary graphic to illustrate space deficits and surpluses.

Quality and configuration of space is of concern for adapting to current pedagogies associated with eLearning in particular.



### **Two: General areas for land acquisition and disposal**

Section 2: Existing Campus Conditions speaks to land acquisition and disposal. Current and mid-term projects do not require land acquisition. However at Juneau Auke Lake, acquiring residential parcels along Glacier Highway as they become available will position the University for future opportunities both for building site and partnership opportunities. Additional partnership opportunities are diagrams in Section 2.

### **Three: The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities**

Section 2: Existing Campus Conditions address issues regarding utility/infrastructure improvements.

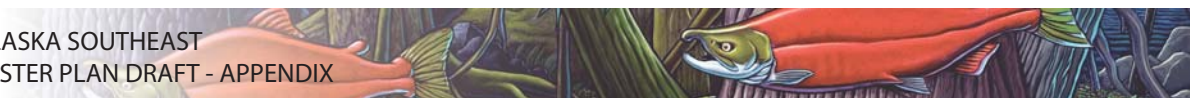
Section 4: Future Campus illustrates primary public vehicular access drive, limited vehicular access, borough bus system connections, parking, and pedestrian circulation.

### **Four: Demolition of buildings, structures, and facilities**

Section 2: Existing Campus Conditions contains a building conditions diagram that indicates facilities to be demolished.

Demolition of buildings, structure and facilities include:

- Soboleff Annex
- Facilities Services building (Stover House)





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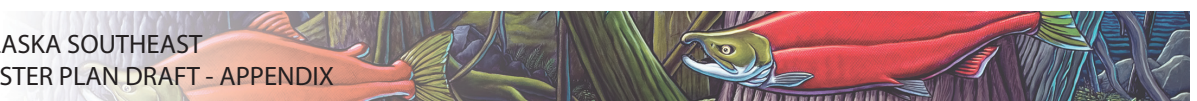
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Demolition of buildings, structure and facilities include:

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**Five: General location, size, and purpose of new buildings, structures, and facilities**

The phasing matrices in Section 5: Implementation identify the gross square footage for capital improvement projects and proposed facilities.

The Building Use diagrams, contained in Section 4, illustrate the existing and proposed facilities according to primary space use.

**Six: Guidelines for landscaping**

Design guidelines for landscaping are included in Section 5: Implementation

**Seven: General location and intent for open spaces, plazas, etc.**

The open space diagrams, contained in Section 4: Future Campus, illustrate location and type of campus open space.

**Eight: Guidelines for signage, both freestanding and on buildings and structures**

Signage guidelines are included in Section 5: Implementation

**Nine: Architectural guidelines for all buildings, structures, and facilities**

Architectural design guidelines are included in Section 5: Implementation

**Ten: Environmental and cultural issues, ADA access, and energy conservation**

Section 4: Future Campus addresses ADA access through campus connectivity.

Section 5: Implementation includes guidelines:

- Cultural, Climate and Environmental Response
- Architectural guidelines for ADA access and energy conservation

**Eleven: The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances**

The land use and context maps in Section 2: Existing Campus Conditions illustrate the UAS campuses and surrounding community.

**Twelve: General priorities for capital projects**

The phasing diagrams and matrices in Section 5: Implementation illustrate the general priorities for capital projects. The current projects phase includes projects currently under construction or in the planning stage. The subsequent phases illustrate future facility development priorities.

## Space Needs Analysis



**UAS** UNIVERSITY OF ALASKA  
**SOUTHEAST**  
*learn · engage · change*

<b>TARGET 2021</b>		Undergrad HC	2646
growth for HC= .3%		Grad Stidl HC	560
<b>(UAS TO VERIFY)</b>		Total Student HC	3,207
TRADITIONAL LEARNER ANNUAL			
GROWTH RATE ASSUMED AT	2.8%	Undergrad FTE	935
	<b>FTE TRADITIONAL</b>	Grad FTE	161
		Professional FTE	101
E-LEARNER ANNUAL		Total Traditional Student FTE	1,197
GROWTH RATE ASSUMED AT	3.4%		
	<b>FTE E-LEARNERS</b>	Undergrad FTE	306
		Grad FTE	215
		Total E-learner Student FTE	521
	<b>FTE TOTAL</b>	Overall Student FTE	1,718
FTE Student/Faculty Ratio	21.0	Total Faculty FTE	82
	Total FTE +10 % FTE learners		1249

## Assumptions

Assumes 25 ASF per Station

2021 Projected ASF includes space for 4 year nursing program  
Assumes 60 ASF per Station  
Assumes 150 ASF per Station  
Assumes 4 ASF per FTE Includedes 10% e-learners  
Based on ASF per \$ in research funding Provided by UAS

2021 Projected ASF includes space for 4 year nursing program

based on e-learner FTE

includedes 10% e-learner but uses core min

includedes 10% e-learner but uses core min

includedes 10% e-learner but uses core min  
includedes 10% e-learner  
includedes 10% e-learner but uses core min  
includedes 10% e-learner but uses core min  
includedes 10% e-learner  
includedes 10% e-learner but uses core min

includedes 10% e-learner but uses core min

[illegible]

JUNEAU BILL RAY CENTER



BILL RAY CENTER	FICM Space Code      FICM Space Category		Existing ASF	Exstg ASF/FTE	Exstg ASF % of Total	Guideline ASF	Guideline ASF/FTE	Guideline ASF % of Total	Surplus (Deficit)	2021 Projected Existing ASF	2021 Projected Guideline ASF	Variance (Surplus / Deficit) ASF
CLASSROOMS												
	110/115	Classrooms + Service	2,340	10	16.39%	600	59	12.35%	1,740	2,340	799	1,541
LABS												
	210/215	Teaching Labs + Service	4,645	457	32.53%	1,330	131	27.36%	3,315	4,645	1,770	2,875
	210/215	Tech Labs + Service	0	0	0.00%	0	0	0.00%	0	0	0	0
	220/225	Self Study Lab	0	0	0.00%	0	0	0.00%	0	0	0	0
OFFICES/ CONF. ROOMS												
	310	Faculty Offices	3,184	313	22.30%	1,105	109	22.74%	2,079	3,184	1,471	1,713
	310	Administrative/ Staff Offices	3,031	298	21.23%	825	81	16.98%	2,206	3,031	1,098	1,933
	350	Conference Rooms	357	35	2.50%	625	62	—	(268)	357	832	(475)
STUDY/ LIBRARY												
	400	Study / Library	0	0	0.00%		0	0.00%	0	0	0	0
STUDENT SUPPORT												
	620	Exhibition	0	0	0.00%	0	0	0.00%	0	0	0	0
	650	Lounge Space	232	23	1.62%	286	28	5.88%	(54)	232	380	(148)
	660	Merchandising	0	0	0.00%	0	0	0.00%	0	0	0	0
	680	Meeting Room	0	0	0.00%	0	0	0.00%	0	0	0	0
	800	Health Care	0	0	0.00%	0	0	0.00%	0	0	0	0
FACILITY SUPPORT												
	710	Central Computer / Telecomm	0	0	0.00%	0	0	0.00%	0	0	0	0
	720	Shop	0	0	0.00%	689	68	14.19%	(199)		918	(428)
	730	Central Storage	490	48	3.43%	incl	—	—	—	490	—	—
	740	Vehicle Storage	0	0	0.00%	incl	—	—	—	0	—	—
	750	Central Service	0	0	0.00%		0	0.00%	0	0	0	0
	760	Hazardous Materials	0	0	0.00%		0	0.00%	0	0	0	0
TOTAL ACADEMIC SPACE												
			14,279	1,406	100.00%	4,860	478.43	100.00%	9,419	14,279	7,266	7,013

BILL RAY CAMPUS BASE ENROLLMENT 2011			TARGET 2021 TRADITIONAL ANNUAL GROWTH RATE ASSUMED		
FTE TRADITIONAL	Undergrad FTE	0	FTE TRADITIONAL	Undergrad FTE	0
	Grad FTE	0		Grad FTE	0
Total Traditional Student FTE		10	Total Traditional Student FTE		14
FTE E-LEARNERS	Undergrad FTE	0	FTE E-LEARNERS	Undergrad FTE	0
	Grad FTE	0		Grad FTE	0
Total E-learner Student FTE		0	Total E-learner Student FTE		0
	Blended FTE	0		Blended FTE	0
Total Overall Student FTE		10	Total Overall Student FTE		14

Assumptions

Assumes 25 ASF per Station

Assumes 60 ASF per Station  
Assumes 150 ASF per Station  
Assumes 4 ASF per FTE

Existing Guideline Assumes 12 offices (6.5 faculty and 5.5 staff)



JUNEAU TECHNICAL EDUCATION CENTER



TEC CENTER CAMPUS		
BASE ENROLLMENT 2011		
FTE TRADITIONAL	Undergrad FTE	0
	Grad FTE	0
(Includes blended learners) Traditional Student FTE		51
FTE E-LEARNERS	Undergrad FTE	0
	Grad FTE	0
Total E-learner Student FTE		0
	Blended FTE	0
Total Overall Student FTE		51
FTE Student/Faculty Ratio		
9.3	Total Faculty FTE	6

TARGET 2021		
TRADITIONAL ANNUAL GROWTH RATE ASSUMED		5.1%
FTE TRADITIONAL	Undergrad FTE	0
	Grad FTE	0
Total Traditional Student FTE		84
FTE E-LEARNERS	Undergrad FTE	0
	Grad FTE	0
Total E-learner Student FTE		0
	Blended FTE	0
Total Overall Student FTE		84
FTE Student/Faculty Ratio		
14.0	Total Faculty FTE	6

TEC CENTER	FICM Space Code		Existing			Guideline				2021 Projected Existing ASF	2021 Projected Guideline ASF	Variance (Surplus / Deficit) ASF
	FICM Space Category		ASF	Exstg ASF/FTE	Exstg ASF % of Total	Guideline ASF	Guideline ASF/FTE	Guideline ASF % of Total	Surplus (Deficit)			
CLASSROOMS & LABS												
	110/115	Classrooms + Service	1,695	33	5.00%	2,230	44	9.68%	(535)	1,695	3,667	(1,972)
LABS												
	210/215	Tech Labs + Service	30,513	596	90.08%	15,908	311	69.09%	14,605	30,513	26,161	4,352
	220/225	Self Study Lab	0	0	0.00%	0	0	0.00%	0	0	0	0
OFFICES/ CONF. ROOMS												
	310	Faculty Offices	760	15	2.24%	935	18	4.06%	(175)	760	1,538	(778)
	310	Administrative/ Staff Offices	310	6	0.92%	975	19	4.23%	(665)	310	1,603	(1,293)
	350	Conference Rooms	0	0	0.00%	625	12	—	(625)	0	1,028	(1,028)
STUDY/ LIBRARY												
	400	Study / Library	0	0	0.00%	0	0	0.00%	0	0	0	0
STUDENT SUPPORT												
	650	Lounge Space	230	4	0.68%	677	13	2.94%	(447)	230	1,114	(884)
	660	Merchandising	0	0	0.00%	0	0	0.00%	0	0	0	0
	680	Meeting Room	0	0	0.00%	0	0	0.00%	0	0	0	0
FACILITY SUPPORT												
	710	Central Computer / Telecomm	0	0	0.00%	0	0	0.00%	0	0	0	0
	720	Shop	365	7	1.08%	1,675	33	7.28%	(1,310)	365	2,755	(2,390)
	730	Central Storage	0	0	0.00%	incl	—	—	—	0	—	—
	740	Vehicle Storage	0	0	0.00%	incl	—	—	—	0	—	—
	750	Central Service	0	0	0.00%	0	0	0.00%	0	0	0	0
	760	Hazardous Materials	0	0	0.00%	0	0	0.00%	0	0	0	0
TOTAL ACADEMIC SPACE												
			33,873	662	100.00%	23,026	450	100.00%	10,847	33,873	37,866	(3,993)

**UAS** UNIVERSITY OF ALASKA  
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KETCHIKAN BASE ENROLLMENT			Undergrad HC	562	TARGET 2021			Undergrad HC	824	
2011		Grad Sldt HC	0		UNIVERSITY ANNUAL GROWTH RATE	3.90%		Grad Sldt HC	0	
		Total Student HC	562					Total Student HC	824	
		Blended FTE	0				FTE- BLENDED	Blended FTE	0	
	FTE- TRADITIONAL	Undergrad FTE	93		TRADITIONAL LEARNER ANNUAL GROWTH RATE ASSUMED	3.1%	FTE- TRADITIONAL	Undergrad FTE	123	
		Grad FTE	0					Grad FTE	0	
								Total Traditional Student FTE	123	
		Total Traditional + Blended Student FTE	93					Total Traditional + Blended Student FTE	126	
	FTE E-LEARNERS	Undergrad FTE	138		E-LEARNER ANNUAL GROWTH RATE ASSUMED	4.3%	FTE E-LEARNERS	Undergrad FTE	203	
		Grad FTE	0					Grad FTE	0	
		Total E-learner Student FTE	138					Total E-learner Student FTE	203	
		Total Overall Student FTE	231					Total Overall Student FTE	329	
	FTE Student/Faculty Ratio	14.45		Total Faculty FTE	16		FTE Student/Faculty Ratio	20.00	Total Faculty FTE	16

					Guideline									
FICM Space Code	FICM Space Category	Existing ASF	Exstg ASF/FTE	Exstg ASF % of Total	Guideline ASF	Guideline ASF/FTE	Guideline ASF % of Total	Surplus (Deficit)	2021 Projected Existing ASF	2021 Projected Guideline ASF	Variance (Surplus / Deficit) ASF			
CLASSROOMS														
	110/115 Classrooms + Service	5,323	57	18.04%	1,504	16	5.20%	3,819	5,323	2,041	3,282			
LABS														
	210/215 Teaching Labs + Service	694	7	2.35%	0	0	0.00%	694	694	0	694			
	210/215 Tech Labs + Service	2,269	24	7.69%	750	8	2.59%	1,519	2,269	1,018	1,251			
	220/225 Self Study Lab	0	0	0.00%	427	5	1.47%	(427)	0	579	(579)			
	250/255 Research Labs + Service	0	0	0.00%	0	0	0.00%	0	0	0	0			
OFFICES/ CONF. ROOMS														
	310 Faculty Offices	4,601	50	15.59%	2,890	31	9.99%	1,711	4,601	3,922	679			
	310 Administration/ Staff Offices	10,311	111	34.94%	3,450	37	11.93%	6,861	10,311	4,682	5,629			
	320 E-learning Support	0	0	0.00%	207	2			0	304	(304)			
	350 Conference Rooms	85	1	0.29%	1,210	13	—	(1,125)	85	1,642	(1,557)			
STUDY/ LIBRARY														
	400 Study / Library	3,791	41	12.85%	5,115	55	17.68%	(1,324)	3,791	6,942	(3,151)			
RECREATION/ ATHLETIC														
	670 Recreation	0	0	0.00%	1,000	11	3.46%	(1,000)	0	1,000	(1,000)			
STUDENT SUPPORT														
	530 Media Production	0	0	0.00%	2,000	22	6.91%	(2,000)	0	2,000	(2,000)			
	610 Assembly	0	0	0.00%	0	0	0.00%	0	0	0	0			
	620 Exhibition	0	0	0.00%	2,000	22	6.91%	(2,000)	0	2,000	(2,000)			
	650 Lounge Space	839	9	2.84%	736	8	2.54%	103	839	881	(42)			
	660 Merchandising	0	0	0.00%	2,000	22	6.91%	(2,000)	0	2,000	(2,000)			
	680 Meeting Room	143	2	0.48%	1,000	11	3.46%	(857)	143	1,000	(857)			
	800 Health Care	0	0	0.00%	0	0	0.00%	0	0	0	0			
FACILITY SUPPORT														
	710 Central Computer / Telecomm	456	5	1.55%	2,000	22	6.91%	(1,544)	456	2,000	(1,544)			
	720 Shop	0	0	0.00%	1,606	17	5.55%	(1,334)	0	2,180	(1,908)			
	730 Central Storage	272	3	0.92%	incl	—	—	—	272	—	—			
	740 Vehicle Storage	0	0	0.00%	incl	—	—	—	0	—	—			
	750 Central Service	727	8	2.46%	1,000	11	3.46%	(273)	727	1,000	(273)			
	760 Hazardous Materials	0	0	0.00%	34	0	0.12%	(34)	0	46	(46)			
	770 Central Support	0	0	0.00%	0	0	0.00%	0	0	0	0			
TOTAL ACADEMIC SPACE		29,511	318	100%	28,930	312	100.00%	581	29,511	35,236	(5,725)			

## Assumptions

Assumes 25 ASF per Station

- Assumes 60 ASF per Station
- Assumes 125 ASF per Station
- Assumes 4 ASF per FTE

includes 5% e-learner but uses core min

includes 5% e-learner but uses core min

includes 5% e-learner but uses core min

includes 5% e-learner but uses core min

-16.2%



SITKA CAMPUS



SITKA BASE ENROLLMENT		Undergrad HC	1,020	
2011	HC	Grad Stdt HC	9	
		Total Student HC	1,029	
	FTE- TRADITIONAL	Undergrad FTE	90	
		Grad FTE	0	
		(Includes blended learners)	Total Traditional Student FTE	90
	FTE E-LEARNERS	Undergrad FTE	210	
		Grad FTE	2	
		Total E-learner Student FTE	212	
			Blended FTE	0
			Total Overall Student FTE	302
	FTE Student/Faculty Ratio 18.89		Total Faculty FTE	16
			Total Traditional Student FTE+ 10% FTE	111

TARGET 2021		Undergrad HC	980
TRADITIONAL LEARNER ANNUAL		Grad Stdt HC	9
		Total Student HC	989
GROWTH RATE ASSUMED AT		-0.40%	
FTE- TRADITIONAL		Undergrad FTE	87
		Grad FTE	0
E-LEARNER ANNUAL		Total Traditional Student FTE	87
GROWTH RATE ASSUMED		8.80%	
FTE E-LEARNERS		Undergrad FTE	450
		Grad FTE	2
		Total E-learner Student FTE	493
		Blended FTE	0
		Total Overall Student FTE	580
FTE Student/Faculty Ratio		20.00	
		Total Faculty FTE	29
		Total Traditional Student FTE+ 10% FTE	136

				Guideline					2021	2021	Variance		
FICM				Existing	Exstg	Exstg ASF	Guideline	Guideline	ASF % of	Surplus	Projected	Projected	Variance
Space				ASF	ASF/FTE	% of Total	ASF	ASF/FTE	Total	(Deficit)	Existing	Guideline	(Surplus /
Code	FICM Space Category										ASF	ASF	Deficit) ASF
CLASSROOMS													
	110/115	Classrooms + Service		8,055	89	23.33%	654	7	2.15%	7,401	8,055	630	7,425
LABS													
	210/215	Teaching Labs + Service		4,245	47	12.29%	932	10	3.07%	3,313	4,245	898	3,347
	210/215	Tech Labs + Service		1,561	17	4.52%	3,246	36	10.68%	(1,685)	1,561	3,126	(1,565)
	220/225	Self Study Lab		6,198	69	17.95%	361	4	1.19%	5,837	6,198	347	5,851
	250/255	Research Labs + Service		0	0	0.00%	1,493	17	4.91%	(1,493)	0	1,438	(1,438)
OFFICES/ CONF. ROOMS													
	310	Faculty Offices		4,826	54	13.98%	2,720	30	8.95%	2,106	4,826	2,620	2,206
	310	Administrative/ Staff Offices		6,281	70	18.19%	4,150	46	13.65%	2,131	6,281	3,997	2,284
	320	E-learning Support		0			954	11		0		919	(919)
	350	Conference Rooms		1,365	15	3.95%	885	10	2.91%	480	1,365	852	513
STUDY													
	400	Study		100	1	0.29%	407	5	1.34%	(307)	100	392	(292)
RECREATION/ ATHLETIC													
	670	Recreation		0	0	0.00%	1,000	11	3.29%	(1,000)	0	963	(963)
STUDENT SUPPORT													
	530	Media Production		600	7	1.74%	3,000	33	9.87%	(2,400)	600	2,889	(2,289)
	610	Assembly		0	0	0.00%	0	0	0.00%	0	0	0	0
	620	Exhibition		0	0	0.00%	2,000	22	6.58%	(2,000)	0	1,926	(1,926)
	650	Lounge Space		913	10	2.64%	596	7	1.96%	317	913	574	339
	660	Merchandising		0	0	0.00%	223	2	0.73%	(223)	0	215	(215)
	680	Meeting Room		0	0	0.00%	1,000	11	3.29%	(1,000)	0	963	(963)
	800	Health Care		0	0	0.00%	0	0	0.00%	0	0	0	0
FACILITY SUPPORT													
	710	Central Computer / Telecomm		0	0	0.00%	4,000	44	13.15%	(4,000)	0	3,852	(3,852)
	720	Shop	289	0	0	0.00%	1,707	19	5.61%	(1,418)	289	1,644	(1,355)
	730	Central Storage		289	3	0.84%	incl	—	—	—	incl	incl	—
	740	Vehicle Storage		0	0	0.00%	incl	—	—	—	incl	incl	—
	750	Central Service		100	1	0.29%	1,000	11	3.29%	(900)	100	963	(863)
	760	Hazardous Materials		0	0	0.00%	79	1	0.26%	(79)	0	76	(76)
	770	Central Support		0	0	0.00%	0	0	0.00%	0	0	0	0
TOTAL ACADEMIC SPACE				34,533	383	100.00%	30,408	337	100.00%	4,125	34,533	29,286	5,247
PARKING													
													17.9%

Assumptions	
Assumes 25 ASF per Station	
Assumes 60 ASF per Station	
Assumes 125 ASF per Station	
Assumes 4 ASF per FTE	
Based on ASF per \$ in research funding	
Existing ASF accounts for 4 Instructional Designers offices @ 150 / office- this was pulled out of 310 category Guideline includedes 10% e-learner but uses core min.	
Core Minimum Guideline for 2 year institution	
Guideline includes 10% e-learner	
Guideline includes 10% e-learner	
Core Minimum Guideline for 2 year institution	
Core Minimum Guideline	

## Departmental Space Needs Analysis



School of Career Education- Applied Technical Education Department

Base Data - Existing Fall 2011					FTE	Guideline						2021					FTE			
E-LEARNER					0	Time Period varies among programs						0%		0%		E-LEARNER		0		
FACE TO FACE					52							5.1%		29%		FACE TO FACE		82		
Total					52							Total				82				
FACE TO FACE +10% E-LEARNERS					52							Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS		82				
Space Category					Building/ Room Indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance	ASF	Qty	Total Seats	Total ASF	Variance ASF	Comments
ACADEMIC SPACES																				
Teaching Labs (210)																				
Auto Technology Program					4	4,930	60	212	16.88	3,578	239	1353	-	-	-	3,991	939			
Construction Technology Program					10	12,742	68	173	9.38	1,617	0	11125	-	-	-	1,804	10,938			
Diesel Technology Program					6	8,128	87	663	14.06	9,321	0	(1193)	-	-	-	18,477	(10,349)			
Welding Program					5	3,960	10	105	13.50	1,411	0	2549	-	-	-	2,797	1,163			
Marine Technology Program					0	0	0	0	6.03	200	50	(200)	-	-	-	326	(326)			
Mine Technology Program					4	3,025	-	-	-	3,600		(575)	-	-	-	6,600	(3,575)			
Total					29	0	225	1,587	11.97	19,727	377	13058	-	-	-	33,669	(884)			
Projected ASF																				
Open Labs (220)																				
Auto Technology Program					0	0	-	-	-	60		(60.00)	-	-	-	67	(67)			
Construction Technology Program					0	0	-	-	-	40		(40.00)	-	-	-	45	(45)			
Diesel Technology Program					0	0	-	-	-	96		(96.00)	-	-	-	190	(190)			
Marine Technology Program					0	0	-	-	-	16		(16.00)	-	-	-	26	(26)			
Mine Technology Program					0	0	-	-	-	0		0.00	-	-	-	0	0			
Total					0	0	-	-	-	212	4	(212)	-	-	-	-	(327.92)	uses 4 ASF / FTE		
Projected ASF																				
Research/ Grants Space (250. 255)																				
Space Category					Qty	Total Seats	Current Total ASF	HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance	ASF	Qty	Total Seats	Total ASF	Variance ASF	Comments	
Total					0	0	0.00	0.00	-	0.00	0.00	0	-	-	-	0	0			
Projected ASF																				

School of Career Education- Applied Technical Education Department

Base Data - Existing Fall 2011					FTE					Guideline					2021					FTE				
E-LEARNER					0										0%					E-LEARNER				
FACE TO FACE					52										5.1%					FACE TO FACE				
Total					52															Total				
FACE TO FACE +10% E-LEARNERS					52										Annual Growth					FACE TO FACE +10% E-LEARNERS				
															Total Growth									



School of Career Education- Automotive Technology

Base Data - Existing			FTE	Guideline		2021		FTE
Fall 2011	E-LEARNER		0			0.0%	0%	0
	FACE TO FACE		15			1.0%	12%	17
	Total		15	Classtime Considered:		Total		17
	FACE TO FACE +10% E-LEARNERS		15	5PM-10PM		Annual Growth	Total Growth	ACE TO FACE +10% E-LEARNERS 17

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance	Total ASF	Variance ASF	Comments
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ACADEMIC SPACES

Teaching Labs (210)

JS119-108	1	140
JS119-105	1	2,020
JS119-106	1	2,255
JS119-216	1	515
Total	4	4,930

59.83	212.00	16.88	3,578	239	1,353
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Projected ASF	3,991	-939	Determined by SCH calc
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Open Labs (220)

Total	0	0	0	-	-	-	60	4	(60)
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Projected ASF	67	(67)	uses 4 ASF / FTE Uses FTF +10% e-learner
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Research/ Grants Space (250. 255)

Total	0	0	0	0	0	0.0	0	0	0
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Projected ASF	0	0	Noted 1 researcher person in staff list
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Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Variance	Qty	ASF/Sta	Total ASF	Variance ASF	Comments
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		1	1	90	1		170	11.3	(80)
E-learning Support (320)	Workspace/ Storage	0	0.00	0	0.00	150	0	0.0	0
Conference (350)	Conference Rooms	0	0	0	0		0		0
	Office Subtotal	2.00	2.00	90.00			170		(80.00)
	Subtotal			90			170	11.33	(80.00)
	Program Total			5,020			3,808	253.83	1,213

	142	(52)	
150	0	0	
	0		
	142.23	(52)	
	142	(52)	
Program Total	4,200	887	ASF

School of Career Education- Construction Technology

Base Data - Existing Fall 2011					FTE	Guideline						2021				FTE	
E-LEARNER					0							0.0%	0%	E-LEARNER		0	
FACE TO FACE					10							1.0%	12%	FACE TO FACE		11	
Total					10							Total		Total		11	
FACE TO FACE +10% E-LEARNERS					10	Classime Considered:						Annual Growth	Total Growth	.CE TO FACE +10% E-LEARNERS		11	
Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance	Total ASF					Variance ASF	Comments
ACADEMIC SPACES																	
Teaching Labs (210)																	
	JS119-125	1		4,495													
	JS119-139	1		4,690													
	JS119-212	1		535													
	JS119-125A	1		275													
	JS119-125B	1		125													
	JS119-125C	1		120													
	JS119-213	1		135													
	JS118-131	1		1,400													
	JS120-230	1		541													
	JS120-231	1		426													
Total		10	0	12,742	68	173	9.38	1,617	162	11125	Projected ASF		1,804	10,938	Determined by SCH calc		
Open Labs (220)																	
Total		0	0	0	-	-	-	40	4	(40)	Projected ASF		45	(45)	uses 4 ASF / FTE Uses FTF +10% e-learner		
Research/ Grants Space (250. 255)																	
Total		0	0	0	0	0	0.0	0	0	0	Projected ASF		0	0	Noted 1 researcher person i		
Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Vvariance	Qty ASF/Sta Total ASF Variance ASF Comments							
DEPARTMENTAL & FACULTY OFFICES																	
Offices (310, 315)		2	2	180	2		340	34.0	(160)	1		95	85				
E-learning Support (320)	Workspace/ Storage	0	0.00	0	0.00	150	0	0.00	0	0	0	150	0	0			
Conference (350)	Conference Rooms	0	0	0	0.00		0	0.00	0	0	0.00		0	0			
	Office Subtotal	4.00	4.00	180.00			340	34.00	(160.00)	1		95	85				
Program Total																	
				12,922					1,997	199.72	10,925	Total Departmental Area		1,944	10,978	ASF	



School of Career Education-Diesel Technology & Welding

Base Data - Existing					Guideline						2021				FTE							
Fall 2011											0.0%	0%	E-LEARNER		0							
											5.0%	101%	FACE TO FACE		48							
Total					Classtime Considered:								Total		48							
FACE TO FACE +10% E-LEARNERS					8AM-5PM						Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS		48							
													Total ASF		Variance ASF							
															Comments							
ACADEMIC SPACES																						
Diesel Teaching Labs (210)																						
Total											-	-	-	-	-	-						
											Projected ASF		18,477	(10,349)	Determined by SCH calc							
Welding Teaching Labs (210)																						
Total											-	-	-	-	-	-						
											Projected ASF		2,797	1,163	Determined by SCH calc							
Open Labs (220)																						
Total											-	-	-	-	-	-						
											Projected ASF		190	(190)	uses 4 ASF / FTE Uses FTF +10% e-learner							
Research/ Grants Space (250. 255)																						
Total											-	-	-	-	-	-						
											Projected ASF		0	0	Noted 1 researcher person in staff list							

School of Career Education-Diesel Technology & Welding

Base Data - Existing					Guideline					2021				
Fall 2011										0.0%				
E-LEARNER										0%				
FACE TO FACE										E-LEARNER				
Total					Classtime Considered:					FACE TO FACE				
										Total				
FACE TO FACE +10% E-LEARNERS					8AM-5PM					FACE TO FACE +10% E-LEARNERS				
Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Variance	Qty	ASF/Sta	Total ASF	Variance ASF	Comments
DEPARTMENTAL & FACULTY OFFICES														
Offices (310, 315)		1	1	250	1		170	7.1	80	2		377	(127)	
E-learning Support (320)	Workspace/ Storage	0	0.00	0	0.00	150	0	0.00	0	0	150	0	0	
Conference (350)	Conference Rooms	0	0	0			0	0.0	0	0		0	0	
	Office Subtotal	2	2.00	250			170	7.08	80.00	2		377	(126.70)	
	Program Total			8,378			9,587	399.46	(1,209)		Total Program Area	19,044	(9503.06)	ASF



School of Career Education- Health Sciences Program/ Dept

Base Data - Existing	FTE	Guideline
Spring 2011	0	
E-LEARNER	18	
FACE TO FACE	18	
Total	18	
FACE TO FACE +10% E-LEARNERS	18	8am-5pm FROM SPRING 2011

2021	FTE
0.0%	0%
2.9%	29%
E-LEARNER	0
FACE TO FACE	23
Total	23
Annual Growth	Total Growth
FACE TO FACE +10% E-LEARNERS	23

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance	Total ASF	Variance ASF	Comments
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ACADEMIC SPACES

Teaching Labs (210)

JS120-208			825										
JS120-150	1		447					No Lab time scheduled for Spring from which to reference WSCH					
JS120-154	1		696					Used classroom time instead					
Total	2	0	1,968		18	213	3.8	797	44	1171		-	
											Projected ASF	1,030	-
												938	Determined by SCH calc

Open Labs (220)

Total	0	0	0		-	-	-	72	4	(72)		-	
											Projected ASF	93	(93)
													uses 4 ASF / FTE
													Uses FTF +10% e-learner

Research/ Grants Space (250. 255)

Total	0	0	0		0	0	0.0	0	0	0		-	
											Projected ASF	0	0
													Noted 1 researcher person in staff list

School of Career Education- Health Sciences Program/ Dept

Base Data - Existing					Guideline				
Spring 2011									
E-LEARNER									
FACE TO FACE									
Total									
FACE TO FACE +10% E-LEARNERS					8am-5pm FROM SPRING 2011				
Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Vvariance

2021		FTE	
0.0%	0%	E-LEARNER	0
2.9%	29%	FACE TO FACE	23
		Total	23
Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS	23
		Variance ASF	
		Comments	

DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		2	1.75	897	1.75	298	16.5	600
JS120-120B				116				
JS120-120C				141				
JS120-120D				101				
JS120-130				404				
JS120-130D				135				
E-learning Support (320)		0	0.00	0	0.00	150	0.00	0
Conference (350)		0	0	0	2	925	51.4	(925)
Large Conf. Room				0	1	625	34.7	
Medium Conf. Room				0	1.0	300	16.7	
Office Subtotal		4.00	3.50	897.00		1,223		(325.50)
Subtotal				897		1,223	67.92	(325.50)
PROGRAM/ DEPARTMENT TOTAL				2,865		2,091	116.19	774

1	198	699
0	150	0
2	925	(925)
1	625	(625)
1	300	(300)
1	1,123	(226)
3	1,123	(226)
PROGRAM/ DEPARTMENT TOTAL		2,246 #REF! ASF



School of Career Education- Health Sciences -UAA programs and Future Programs

Space CategoryQtyTotal SeatsCurrent Total ASF

UAA NURSING SPACES

Classrooms (110)

UAA-Nursing Classrm Lab (not UAS space)

JS120-15311,011

Total11,011  
ASF/FTE

Teaching Labs (210)

JS120-1551755

Total1755  
ASF/FTE

Space CategorySpace DescriptionQtyApptCurrent Total ASF

DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)

JS120-120A1136

JS120-153A1193

Total2329  
ASF/FTE

Program Total2,095

Classroom Credit Hours17

2 year Nursing  
Program Space  
needs

Lab Credit Hours44

Assumed number of students12

Future Nursing Needs

2 year Nursing Classroom

(includes service)

P+W Method

Weekly Room Use (WRU) Goal of hours per week use30 WRU

Seat Utilization Rate (SUR) Goal67% SUR

ASF per seat/ station (assumed allocation avg)30 ASF per Station

Resultant Space Factor (Spf) ASF per station ÷ (WRU x SUR)1.49

Weekly Student Contact Hours408calcuated as credit hours \* student

Resultant Space Need ASFGuideline ASF609

2 year Nursing Lab

(includes service)

P+W Method

Weekly Room Use (WRU) Goal of hours per week use20 WRU

Seat Utilization Rate (SUR) Goal80% SUR

ASF per seat/ station (assumed allocation avg)50 ASF per Station

Resultant Space Factor (Spf) ASF per station ÷ (WRU x SUR)3.13

Weekly Student Contact Hours408calcuated as credit hours \* student

Resultant Space Need ASFGuideline ASF1,275

ASF/FTE53

Total2year Nursing Program Space requirements

(includes service)

Assumes 24 students

Classroom Sapce609

Lab Space1,275

Resultant Space Need ASFGuideline ASF1,884

ASF/FTE78

Classroom Credit Hours63

4 year Nursing  
Program  
Space needs

Lab Credit Hours41

Assumed number of students12

Future Nursing Needs

4 year Nursing Classroom

(includes service)

P+W Method

Weekly Room Use (WRU) Goal of hours per week use30 WRU

Seat Utilization Rate (SUR) Goal67% SUR

ASF per seat/ station (assumed allocation avg)30 ASF per Station

Resultant Space Factor (Spf) ASF per station ÷ (WRU x SUR)1.49

Weekly Student Contact Hours1,512calcuated as credit hours \* student

Resultant Space Need ASFGuideline ASF2,257

4 year Nursing Lab

(includes service)

P+W Method

Weekly Room Use (WRU) Goal of hours per week use20 WRU

Seat Utilization Rate (SUR) Goal80% SUR

ASF per seat/ station (assumed allocation avg)50 ASF per Station

Resultant Space Factor (Spf) ASF per station ÷ (WRU x SUR)3.13

Weekly Student Contact Hours984calcuated as credit hours \* student

Resultant Space Need ASFGuideline ASF3,075

ASF/FTE128

Total 4 year Nursing Program Space requirements

(includes service)

Assumes 24 students

Classroom Sapce2,257

Lab Space3,075

Resultant Space Need ASFGuideline ASF5,332

ASF/FTE222

Total 4 yearand 2 year Nursing Program Space requirements

(includes service)

Assumes 24 students per program

4year program

Classroom Sapce2,257

Lab Space3,075

2year program

Classroom Sapce609

Lab Space1,275

Total Classroom Space2,866

Total Lab Space4,350

Resultant Space Need ASFGuideline ASF7,216

ASF/FTE150.33

School of Career Education-Marine Transporatation

Base Data - Existing					FTE	Guideline					2021		FTE				
Fall 2011					0						0.0%	0%	E-LEARNER		0		
					4						5.0%	63%	FACE TO FACE		7		
					4											Total	7
FACE TO FACE +10% E-LEARNERS					4	8AM-10PM					Annual						
											Growth	Total Growth	FACE TO FACE +10% E-LEARNERS		7		

ACADEMIC SPACES

Teaching Labs (210)

NO OTHER LAB SPACE REQUIRED- CLASSES ARE ALL TAUGHT IN GENERAL PURPOSE CLASSROOMS

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School of Career Education- Mine Training Area Guidelines Based on UAS provided requirments

2011 CURRENT NEEDS

2021

FUTURE NEEDS

Base Data - Existing	FTE
Fall 2011	na
E-LEARNER	na
FACE TO FACE	na
Total	0
FACE TO FACE +10% E-LEARNERS	na

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF
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ACADEMIC SPACES

Teaching Labs (210)

JS119-133	1	1040	
JS119-132	1	90	
JS118-101A	1	195	
JS118-101B	1	270	
JS118-101C	1	280	
JS119-138	1	1150	
SUB TOTAL	6	0	3,025
Total ASF/FTE	6	0	3,025

Open Labs (220)

Total ASF/FTE	0	0	0
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Research/ Grants Space (250. 255)

Total ASF/FTE	0	0	0
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Space Category	Space Description	Qty	Appt	Current Total ASF
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		1	1	190
E-learning Support (320)	Workspace/ Storage	0	0.00	0
Conference (350)	Conference Rooms	0	0	0
	Large Conf. Room			0
	Medium Conf. Room			0
Office Subtotal		1.00	2.00	190.00
Subtotal				190
Program Total				3,215
Does not include classroom space				

Space Cat.	Room Description	SEATS	SIZE	ASF/ SEAT	AREA	Variance
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210 Entry Level Underground Miners	LAB ROOM	20		70	1,400	
210 SIMULATOR CONTAINERS	Simulator station	1	25 X 20	500	500	
215 SIMULATOR CONTAINERS	Simulator storage1	1	10 X 10	100	100	
215 Inside Storage		40	30 X 20	15	600	
210 Simulator Triscreen and classroom		6	20 X 20	67	400	
210 Computer Based Learning Room		15		40	600	
Total		83			3,600	(575)

Total	0			0	0	0
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Total	0			0	0	0
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	Qty	SIZE	ASF/ office	AREA	Variance
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	3		144	432	(242)
	0			0	
	0			0	
Office Subtotal	3			0	
	3			432	(242)
Program Total				4,032	(817)

6xx	Student/ Loung Lunchroom/ Computer room	30 X 20	600	Not included in program total
7xx	Shop	40 X 60	2,400	Not included in program total

OUTSIDE SPACE REQUIREMENTS

Vehicle Storage	100 X 80	8000
Loading/ Dumping area	200 X 200	40000
Total Area		48000

Room Description	SEATS	SIZE	ASF/ SEAT	AREA	Variance
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	20		70	1,400	
	1	25 X 20	500	500	
ADDITIONAL SIMULATOR CONTAINERS	3	30 X 60	600	1,800	
	1	10 X 10	100	100	
	40	30 X 20	15	600	
	6	20 X 20	67	400	
Additional Simulator Triscreens	18	40 X 30	67	1,200	
	15		40	600	
	104			6,600	
Total	104			6,600	(3,575)

Total	0			0	0	0
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Total	0			0	0	0
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	Qty	SIZE	ASF/ office	AREA	Variance
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	3		144	432	(432)
	0			0	
	0			0	
Office Subtotal	3			0	
	3			432	(432)
Program Total				7,032	(3,817)

School of Career Education

Base Data - Existing					FTE	Guideline						2021				FTE
Fall 2011					0							0%	0%	E-LEARNER		0
					70							4.6%	50%	FACE TO FACE		105
					70							Total				105
FACE TO FACE +10% E-LEARNERS					70							Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS		105
Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance	Total ASF		Variance ASF	Comments		

ACADEMIC SPACES

Teaching Labs (210)

Total	31	34,003	225	1,799	1	20,523	292	14,230		-	-	-	Projected ASF	34,699	53.91	Determined by SCH calc
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Applied Tech Teaching Labs (210)

Total	29	32,035	225	1,587	12	19,727	377	13,058		-	-	-	Projected	GuidlineASF	33,669	(884.03)	
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Heath Science Teaching Labs (210)

Total	2	1,968		213	3.8	797	44	1171		0	-	-	Projected ASF	1,030	937.94	Determined by SCH calc
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Open Labs (220)

Total	0	0	-	-		284	4	(284)		-	-	-	Projected	ASF	421	(421)	uses 4 ASF / FTE
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Applied Tech Open Labs (220)

Total	0	0	-	-	-	212	4	(212)		-	-	(327.92)	Projected	ASF	328	(328)	uses 4 ASF / FTE
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Health Science Open Labs (220)

Total	0	0	-	-	-	72	4	(72)		0	-	-	Projected ASF	93	(93)	0 uses 4 ASF / FTE
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0 Uses FTF +10% e-learner



School of Career Education

Base Data - Existing			FTE	Guideline	2021		FTE	
Fall 2011	E-LEARNER	0	0%		0%	E-LEARNER	0	
	FACE TO FACE	70	4.6%		50%	FACE TO FACE	105	
	Total	70				Total	105	
	FACE TO FACE +10% E-LEARNERS	70						
					Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS	105

Space Category	Qty	Total Seats	Current Total ASF	HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance	Total ASF	Variance ASF	Comments
Research/ Grants Space (250. 255)												
Total	0	0	0	0.00	0.00	-	0.00	0.00	0	0	0	

Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Variance	Qty	ASF/ OFFICE/ CONF	Total ASF	Variance ASF	Comments
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)	8	8	1,760	10	2,350	33.44	(590)	9	2,184	(424)	
Applied Tech Offices (310, 315)	6	6	863	8	1,282	25	(419)	8	1,216	(543)	
Health Science Offices (310, 315)	2	2	897	2	298	17	600	1	198	699	
Non Departmental Offices (310, 315)				5.0	770.0	10.96		5.0	770.0		
E-learning Support (320)	0		0	0	150	0	0	0	150	0	
Applied Tech E-learning Support (320) Workspace/ Storage	0		0	0.00	150	0	0.00	0	150	0	
Health Science E-learning Support (320) Workspace/ Storage	0		0	0.00	150	0	0.00	0	150	0	
Conference (350)	1		357	4	1,850	26	(1,493)	4	0	1,850	(1,493)
Applied Tech Conference (350) Conference Rooms	1		357	2	925	18	(568)	2		925	(568)
Large Conf. Room	0	0	0	1	625	625	(625)	1	625	625	(625)
Medium Conf. Room JS120-205	1	0	357	1.0	300	300	57	1	300	300	57
Health Sciences Conference (350) Conference Rooms	0	0	0	2	925	51.4	(925)	2		925	(925)
Large Conf. Room	0	0	0	1	625	625	0	1	625	625	(625)
Medium Conf. Room	0	0	0	1.0	300	300	0	1	300	300	(300)
										(1,917)	
Office Subtotal	9	7.75	2,117	13.75	4,200	59.77	(2083)	13	4,034	(1917)	
SCHOOL ASF TOTAL			36,120		25,007	355.89	11,863	SCHOOL ASF TOTAL	39,154	(2,284)	ASF

School of A&S- NATURAL SCIENCES Environmental Sciences Program

Base Data - Existing	FTE	Guideline
Fall 2011	0	
E-LEARNER	16	
FACE TO FACE	16	
Total	16	Classtime Considered:
FACE TO FACE +10% E-LEARNERS	16	8AM-5PM

2021	FTE
0% 0% E-LEARNER	0
3% 17% FACE TO FACE	18
Total	18
Annual Growth	
Total Growth	
FACE TO FACE +10% E-LEARNERS	18

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance
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Total ASF	Variance ASF	Comments
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ACADEMIC SPACES

Teaching Labs (210)

THESE WSCH HOURS DO NOT INCLUDE ANY CLASSES OTHER THAN WHAT IS CATAGORIZED AS ENVS- NO GEOGRAPHY OR GEOLOGY

SUB TOTAL	4	0	2,574
Total	4	0	2,574
ASF/FTE			

16 students	50 SF/ Seat	800
9	57 -	800
		51
		1,774

Projected ASF	935	-	-	Determined by SCH calc
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Open Labs (220)

Total	0	0	0
ASF/FTE			

-	-	-	0	4	0
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Projected ASF	-	-	uses 4 ASF / FTE
	0	0	Uses FTF +10% e-learner

Space Category	Qty	Total Seats	Current Total ASF	HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance
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Research/ Grants Space (250. 255)	10	0	2,798	0.00	5.00	-	3000.00	191.50	(202)
Total									
ASF/FTE									

Total ASF	Variance ASF	Comments
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Projected ASF	3505	(707)	
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Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Vvariance
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Qty	ASF/ OFFICE/ CONF	Total ASF	Variance ASF	Comments
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		2	2	386		2	320	20.4	66
E-learning Support (320)	Workspace/ Storage	0	0.00	0		0.00	150	0	0
Conference (350)	Conference Rooms	0	0	0			0		0
Large Conf. Room				0			625	0	0.0
Medium Conf. Room				0		0.0	300	0	0.0
Office Subtotal		4.00	4.00	386.00			320	20.43	66.00
PROGRAM TOTAL				5,758			4,120	262.99	1,638

2		320	66	
0	150	0	0	
		0		
0	625	0	0	
0	300.00	0	0	
2		320.00	66.00	
Total Departmental Area		4,760	998	ASF



School of A&S- Humanities Department

Base Data - Existing	FTE
Fall 2011	
E-LEARNER	21
FACE TO FACE	256
Total	277
FACE TO FACE +10% E-LEARNERS	258

Guideline
Classtime Considered:
8AM-5PM

2021	FTE
2.4% 24%	E-LEARNER 27
3.4% 35%	FACE TO FACE 346
	Total 373
Annual Growth	Total Growth
	FACE TO FACE +10% E-LEARNERS 349

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF
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WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance
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Total ASF	Variance ASF	Comments
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ACADEMIC SPACES

Teaching Labs (210)

Total	12	0	4,259	10,379	41	(6120)
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Projected ASF	14,033	(9,774)	Determined by SCH calc
			Used a space factor of 2.5

Open Labs (220)

Total	0	0	0	-	-	-	1,033	4	(1033)
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-	-	-	-	uses 4 ASF / FTE
	Projected ASF	1,395	(1,395)	Uses FTF +10% e-learner

Space Category	Qty	Total Seats	Current Total ASF
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HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance
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Total ASF	Variance ASF	Comments
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Research/ Grants Space (250. 255)

Art	Assistant Professor	2.00	2.00	30.00	60
	Associate Professor	1.00	1.00	30.00	30
Communications				30.00	
	Assistant Professor	1.00	1.00	30.00	30
English					
	Assistant Professor	4.00	4.00	30.00	120
	Associate Professor	1.00	1.00	30.00	30
	Term Asst Professor	2.00	2.00	0.00	0
Foreign Language					
	Term Asst Professor	1.00	1.00	0.00	0
Native Languages					
	<b>Taff</b>	<b>1.00</b>	<b>1.00</b>	<b>250.00</b>	<b>250</b>
	<b>Johnston</b>	<b>1.00</b>	<b>1.00</b>	<b>30.00</b>	<b>30</b>
PE / Outdoor studies					
	Term Asst Professor	1.00	1.00	0.00	0
Philosophy					
	Associate Professor	1.00	1.00	30.00	30
<i>Total</i>		0	0	0	
		16	16	-	280
					1.09
					(280)

-	-	-	-	-	-
Projected ASF	379	(379)			

School of A&S- Humanities Department

Base Data - Existing	FTE	Guideline
Fall 2011		
E-LEARNER	21	
FACE TO FACE	256	
Total	277	Classtime Considered:
FACE TO FACE +10% E-LEARNERS	258	8AM-5PM

2021	FTE
2.4% 24%	27
3.4% 35%	346
Total	373
Annual Growth	
Total Growth	
FACE TO FACE +10% E-LEARNERS	349

Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Vvariance
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Qty	ASF/ OFFICE/ CONF	Total ASF	Variance ASF	Comments
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		16	15.5	2,175			2,625	10.3	(450)
E-learning Support (320)	Workspace/ Storage	0	0.00	0	0.21	150	150	6.99	(150.00)
Conference (350)	Conference Rooms	0	0	0			300		(300.00)
	Large Conf. Room			0		625	0	0.0	
	Medium Conf. Room			0	1.0	300	300	1.1	
	Subtotal			2,175			3,075	12.01	(900.00)
	DEPARTMENT TOTAL			6,434			14,767	57.68	(8,333)

	17		2899	(724)
	1	150	186	(186)
			300	
	0	625	0	0
	1	300.00	300	(300)
	18		3,385	-1,210
	Total Departmental Area		19,192	(12,758)
				ASF



School of A&S- Humanities Department-Art

Base Data - Existing	FTE
Fall 2011	
E-LEARNER	8
FACE TO FACE	35
Total	44
FACE TO FACE +10% E-LEARNERS	36

Guideline
Classtime Considered:
8AM-10PM

2021		FTE
0.0%	0%	E-LEARNER
3.0%	37%	FACE TO FACE
		Total
Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF
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Capacity	ASF/Seat	Guideline ASF	ASF/FTE	Variance
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Total ASF	Variance ASF	Comments
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ACADEMIC SPACES

Teaching Labs (210)

JS105-103	DARKROOM	1	194
JS103-106C	CLASSROOM LAB SVC	1	147
JS103-106B	CLASSROOM LAB SVC	1	95
JS103-106A	CLASSROOM LAB SVC	1	144
JS103-102A	CLASSROOM LAB SVC	1	108
JS103-102	ART STUDIO	1	995
JS103-105	ART STUDIO	1	1,102
JS103-106	ART STUDIO	1	930
JS105-103A	DARKROOM	1	41
JS105-103B	DARKROOM	1	41
JS105-103D	DARKROOM	1	200
JS105-103E	DARKROOM	1	262

Print Making Studio	12	125	1500
Includes Storage & Prep			
Painting/ Drawing Studio	16	150	2400
(16 Drawing 16 Painting)			(This provides for Marshas desire to include separate drawing and painting studios by adding 50% more space)
Includes Storage & Prep			
Ceramics	12	150	1800
Includes Storage & Prep			
Photography	12	150	1800
Includes Storage, Prep & Darkroom			
Sculpture	12	185	2220
Includes Storage & Prep			

SUB TOTAL

Total	12	4,259	64	151.9	9,720	276	(5461)
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Projected ASF	13,317	(9,058)	Determined by SCH calc
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Open Labs (220)

Total	0	0	0	-	-	-	144	4	(144)
ASF/FTE									

Projected ASF	196	(196)	uses 4 ASF / FTE Uses FTF +10% e-learner
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Space Category	Qty	Total Seats	Current Total ASF
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Research/ Grants Space (250. 255)

HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance
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Total ASF	Variance ASF	Comments
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Art

Assistant Professor  
Associate Professor

		2.00	2.00	30.00	60
		1.00	1.00	30.00	30
Total	0	3	3 -	90	2.6 (90)

Projected ASF	123	(123)
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School of A&S- Humanities Department-Art

Base Data - Existing	FTE	Guideline
Fall 2011		
E-LEARNER	8	
FACE TO FACE	35	
Total	44	
		Classime Considered:
FACE TO FACE +10% E-LEARNERS	36	8AM-10PM

2021			FTE
0.0%	0%	E-LEARNER	8
3.0%	37%	FACE TO FACE	48
		Total	57
Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS	49

Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	Guidline ASF/ FTE	Vvariance
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Qty	ASF/ OFFICE/ CONF	Total ASF	Variance ASF	Comments
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		3	3	473			510	14.5	(37)
E-learning Support (320)	Workspace/ Storage	0	0.00	0	0.08	150	150	17.86	(150.00)
Conference (350)	Conference Rooms	0	0	0			0		0.00
	Large Conf. Room			0	0	625	0	0.0	
	Medium Conf. Room			0	0.0	300	0	0.0	
	Office Subtotal	6.00	6.00	473.00			660		(187.00)
	Subtotal			473			660		(187.00)
	PROGRAM TOTAL			4,732			10,614	301.54	(5,882)

	3		510	(37)	
	1	150	150	(150)	
			0		
	0	625	0	0	
	0	300.00	0	0	
	3		660.00	(187)	
	3		660	(187)	
	Total Departmental Area		14,296	(9,564)	ASF



School of A&S- NATURAL SCIENCES DEPARTMENT

Base Data - Existing					FTE	Guideline					
Fall 2011					2						
E-LEARNER					240						
FACE TO FACE					242						
Total					240	Classtime Considered:					
FACE TO FACE +10% E-LEARNERS					240	8AM-5PM					
Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance	

ACADEMIC SPACES

Teaching Labs (210)										
Total	11	0	5,927	0	964	4.38	4,217	18	1710	

Open Labs (220)

Total	0	0	0	-	-	-	959	4	(959)	
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Space Category	Qty	Total Seats	Current Total ASF	HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance	
Research/ Grants Space (250. 255)										
Total	31	0	11,253	0.00	10.00	-	6000.00	25.04	5,253	

Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Vvariance	
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		21.6	21.6	2,764		21.6		3,612	15.1	(848)
E-learning Support (320)	Workspace/ Storage	0	0.00	0		0.02	150	150	62.50	(150)
Conference (350)	Conference Rooms	0	0	0				324		(324)
	Large Conf. Room			0			625	0	0.0	
	Medium Conf. Room			0		1.1	300	324	1.3	
Office Subtotal		43.20	43.20	2,764.00			4,086			(1322.00)
Subtotal				2,764			4,086	17.05		(1322.00)
DEPARTMENT TOTAL				19,944			15,262	63.70		4,682

2021			FTE
-100%	-100%	E-LEARNER	0
2.3%	22%	FACE TO FACE	293
		Total	293
Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS	293
Total ASF			Variance ASF
			Comments

-	-	-	-	-	-
Projected ASF			5,152	775	Determined by SCH calc

-	-	-	-	-	uses 4 ASF / FTE
Projected ASF			1,171	(1,171)	Uses FTF +10% e-learner

HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	Variance ASF	Comments
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-	3.00	-	-	-	
Projected ASF			7800.00	3453	

Qty	ASF/ OFFICE/ CONF	Total ASF	Variance ASF	Comments
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17		2835	(71)	
	150	0	0	
0		300		
1	625	0	0	
1	300.00	300	(300)	
18		3,135.12		
18		3,135	(371)	

Total Departmental Area	17,258	2,686	ASF
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School of A&S- NATURAL SCIENCES- Biology and Chemistry Combined Program

Base Data - Existing	FTE	Guideline
Fall 2011	0	
E-LEARNER	79	
FACE TO FACE	79	
Total	79	Classtime Considered:
FACE TO FACE +10% E-LEARNERS	79	8AM-5PM

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance
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ACADEMIC SPACES

Teaching Labs (210)										
	BIOLOGY			1,180				408.00	4.38	1,785
	CHEMISTRY			1,404				210.50	4.38	921
Total		5		2,584	0	619		4.38	2,706	34
										-122

Open Labs (220)										
Total		0	0	0	-	-	-	316	4	(316)

Space Category	Qty	Total Seats	Current Total ASF	HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance
Research/ Grants Space (250. 255)									
BIOLOGY	3		3,085						
CHEMISTRY	3		1,711						
Total	12	0	4,796	0.00	5.00	-	3000.00	37.97	1,796

Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Vvariance
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		10	9.7	1,783	10		1,609	20.4	174
E-learning Support (320)	Workspace/ Storage	0	0.00	0	0.00	150	0	0.00	0
Conference (350)	Conference Rooms	0	0	0			300		(300)
	Large Conf. Room			0	0	625	0	0.0	
	Medium Conf. Room			0	1	300	300	3.8	
	Office Subtotal	10.00	9.70	1,783.00			1,909	24.16	(126.00)
PROGRAM TOTAL				9,163			7,931	100.39	1,232

2021	FTE
0% 0%	0
2% 26%	99
Total	99
Annual Growth	
Total Growth	
FACE TO FACE +10% E-LEARNERS	99

Total ASF	Variance ASF	Comments
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Projected ASF	3,404	-	(820)	Determined by SCH calc
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Projected ASF	398	-	(398)	uses 4 ASF / FTE Uses FTF +10% e-learner
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HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	Variance ASF	Comments
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Projected ASF	4800.00	-	(4)
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Qty	ASF/ OFFICE/ CONF	Total ASF	Variance ASF	Comments
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10	150	1609	174	
		0	0	
0	625	300	0	
1	300	300	(300)	
		1,909.00	-126.00	

Total Departmental Area	10,511	(1,348)	ASF
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## School of Arts &amp; Sciences

Base Data - Existing		FTE	Guideline					2021		FTE	
Fall 2011	E-LEARNER	31						3.0%	16%	E-LEARNER	35
	FACE TO FACE	594						2.8%	15%	FACE TO FACE	777
	Total	625						Total			812
	FACE TO FACE +10% E-LEARNERS	597						Annual Growth	Total Growth	FACE TO FACE +10% E-LEARNERS	781
Space Category	Building/ Room indicator	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance ASF	Comments		

## ACADEMIC SPACES

## Teaching Labs (210)

Department of Humanities	4538	196.3	10,379							14,033	(9,495)	From Dept. sheet	
Department of Natural Science	5612	963.8	4,217							5,152	460	From Dept. sheet	
Department of Social Science	177	0.0	0							0	177	From Dept. sheet	
Total	10,327	207	1,791	8.15	14,596	24.57	(4269)	-	-	-	19,186	(8,859)	Sum of each department
											Projected ASF		Determined by SCH calc

## Open Labs (220)

Total	0	-	-	-	2,388	2388	-	-	-	3,122	(3,122)	uses 4 ASF / FTE
ASF/FTE					4			Projected ASF		3,122		Uses FTF +10% e-learner

Current		SPACE						Variance					
Space Category	Total ASF	HC	FTEF	ASF/FTEF	Guideline ASF	ASF/FTE	Variance	-	-	-	Total ASF	ASF	Comments
Research/ Grants Space (250. 255)													
Department of Humanities	0	16.00	16.00		280		(280)				379	(379)	
Department of Natural Science	7,608	0.00	10.00		6,000		5,253				7,800	3453	
Department of Social Science	0	6.00	6.00		150		(150)				198	(198)	
Non Departmental		1545		0		1,545		0		1,545			
Total	9,153	0	0	0.0	6,430	11	6368	-	-	-			
Projected ASF											8,377	776	

School of Arts & Sciences

Base Data - Existing Fall 2011			FTE	Guideline					2021		FTE				
E-LEARNER			31						3.0%		16%		E-LEARNER		35
FACE TO FACE			594						2.8%		15%		FACE TO FACE		777
Total			625										Total		812
FACE TO FACE +10% E-LEARNERS			597										FACE TO FACE +10% E-LEARNERS		781
				Hours Vary depending on Department											



School of A&S- SOCIAL SCIENCES DEPARTMENT

Base Data - Existing	FTE	Guideline
Fall 2011	7	
E-LEARNER	98	
FACE TO FACE	105	
Total		None indicated in schedule
FACE TO FACE +10% E-LEARNERS	99	

2021	FTE
3.2% 33%	9
3.8% 40%	138
E-LEARNER	
FACE TO FACE	
Total	147
Annual Growth	
Total Growth	
FACE TO FACE +10% E-LEARNERS	139

Space Category	Buidling/ Room indicator	Qty	Total Seats	Current Total ASF	WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance
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Total ASF	Variance ASF	Comments
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ACADEMIC SPACES

Teaching Labs (210)										
Total	1	0	177		0	0	3.36	0	0	177.00

-	-	-	-	-	-
Projected ASF	0	177		Determined by SCH calc	

Open Labs (220)										
Total	0	0	0		-	-	-	397	4	(396.53)
ASF/FTE										

-	-	-	-	-	-
Projected ASF	556	(556)		uses 4 ASF / FTE	Uses FTF +10% e-learner

Space Category	Qty	Total Seats	Current Total ASF	HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance
Research/ Grants Space (250. 255)									
Total	0	0	0	6	6	-	150	1.4	(150.00)
ASF/FTE									

Total ASF	Variance ASF	Comments
-	-	
Projected ASF	198	(198)

Space Category	Space Description	Qty	Appt	Current Total ASF	Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Variance
Offices (310, 315)		6	6.00	872			1,020	10.4	(148)
E-learning Support (320)	Workspace/ Storage	0	0.00	0	0.07	150	150	22.50	
Conference (350)	Conference Rooms	0	0	0			300		
	Office Subtotal	6.00	6.00	872.00			1,470		(598.00)
	Subtotal			872			1,470		(598.00)

Qty	Total ASF	Variance ASF	Comments
7	1249	(377)	
	200	(200)	
	300	(300)	
8	1,748.60	(877)	
8	1,749	(877)	

DEPARTMENTAL & FACULTY OFFICES

DEPARTMENT TOTAL			1,049				2,017	20.48	(968)
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Total Departmental Area	2,503	(1,454)	ASF
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School of Education

Base Data - Existing					Guideline					2021				
Fall 2011										Fall 2011				
E-LEARNER										E-LEARNER				
FACE TO FACE										FACE TO FACE				
Total										Total				
FACE TO FACE +10% E-LEARNERS										FACE TO FACE +10% E-LEARNERS				

School of Management

Base Data - Existing	FTE
Fall 2011	
E-LEARNER	212
FACE TO FACE	29
Total	241
FACE TO FACE +10% E-LEARNERS	50

Guideline
None indicated in schedule

2021	FTE
3% 26% E-LEARNER	267
18% 50% FACE TO FACE	44
Total	310
Annual Growth Total	
FACE TO FACE +10% E-LEARNERS	70

Space Category	Building/ Room indicator	Qty	Total Seats	Current Total ASF
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WRU	WSCH	Spf	Guideline ASF	ASF/FTE	Variance ASF
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ASF	Qty	Total Seats	Total ASF	Variance ASF	Comments
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ACADEMIC SPACES

Teaching Labs (210)

Total	0	0	0
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0	0	0	0
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0	0	0	0
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Projected ASF 0

Open Labs (220)

0	0	0
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-	-	-	-	-
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0	0	0	0
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Total	0	0	0
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-	-	-	201	4	(201)
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-	-	-	-
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Projected ASF 281 (281) Uses FTF +10% e-learner

Space Category	Qty	Total Seats	Current Total ASF
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HC	FTEF	SPACE FACTOR ASF/FTEF	Guideline ASF	ASF/FTE	Variance
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ASF	Qty	Total Seats	Total ASF	Variance ASF	Comments
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Research/ Grants Space (250. 255)

Accounting

Assistant Professor	
Term Asst Professor	
Term Professor	

2.00	2.00	30.00	60
1.00	1.00	30.00	30
1.00	1.00	0.00	0

Business Administration

Assistant Professor	
Associate Professor	

2.00	2.00	30.00	60
2.00	2.00	30.00	60

Business Administration - Law

Associate Professor	
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1.00	1.00	30.00	30
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Dean

Associate Dean/Faculty	
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1.00	1.00	30.00	30
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Information Systems

Assistant Professor	
Associate Professor	

1.00	1.00	30.00	30
2.00	2.00	30.00	60

Public Administration

Assistant Professor	
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1.00	1.00	30.00	30
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Total	0	0	0
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14	14	390	2	(390)
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0	0	0	0
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Projected ASF 502 (502)



School of Management

Base Data - Existing	FTE
Fall 2011	
E-LEARNER	212
FACE TO FACE	29
Total	241
FACE TO FACE +10% E-LEARNERS	50

Guideline
None indicated in schedule

2021	FTE
3% 26%	E-LEARNER 267
18% 50%	FACE TO FACE 44
	Total 310
Annual Growth	Total Growth
	FACE TO FACE +10% E-LEARNERS 70

Space Category	Space Description	Qty	Appt	Current Total ASF
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Qty	ASF/ OFFICE/ CONF	Guideline ASF	ASF/FTE	Variance ASF
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Qty	Total ASF	Variance ASF	Comments
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DEPARTMENTAL & FACULTY OFFICES

Offices (310, 315)		17	18	2,374	18	2,980	102.5	(606)	26	4,265	(1,891)		
	JS106-103 GROUP OFFICE AREA	1		432									
	JS106-105 OFFICE	1		117									
	JS106-107 OFFICE	1		94									
	JS106-109 OFFICE	1		94									
	JS106-111 OFFICE	1		94									
	JS106-113 OFFICE	1		94									
	JS106-117 OFFICE	1		145									
	JS106-119 OFFICE	1		94									
	JS106-108 OFFICE	1		116									
	JS106-121 OFFICE	1		97									
	JS106-123 OFFICE	1		94									
	JS106-125 OFFICE	1		147									
	JS106-115 OFFICE	1		94									
	JS106-127 OFFICE	1		99									
	JS106-129 OFFICE	1		96									
	JS106-131 OFFICE	1		94									
	JS106-133 OFFICE	1		143									
	JS106-103B OFFICE SERVICE	1		186									
	JS106-104 OFFICE SERVICE	1		44									
E-learning Support (320)	Workspace/ Storage	0	0.00	0	2.12	150	450	2.12	(450)	566	(566)		
Conference (350)	Conference Rooms	0	0	0			925		(925)	971	(971)		
	Office Subtotal	35.00	36.00	2,374.00			4,355	149.83	(1,981)	28	5,801	(3,427)	
	SCHOOL TOTAL			2,374			4,946	170.16	(2,572)	Total Departmental Area	6,584	(4,210)	ASF

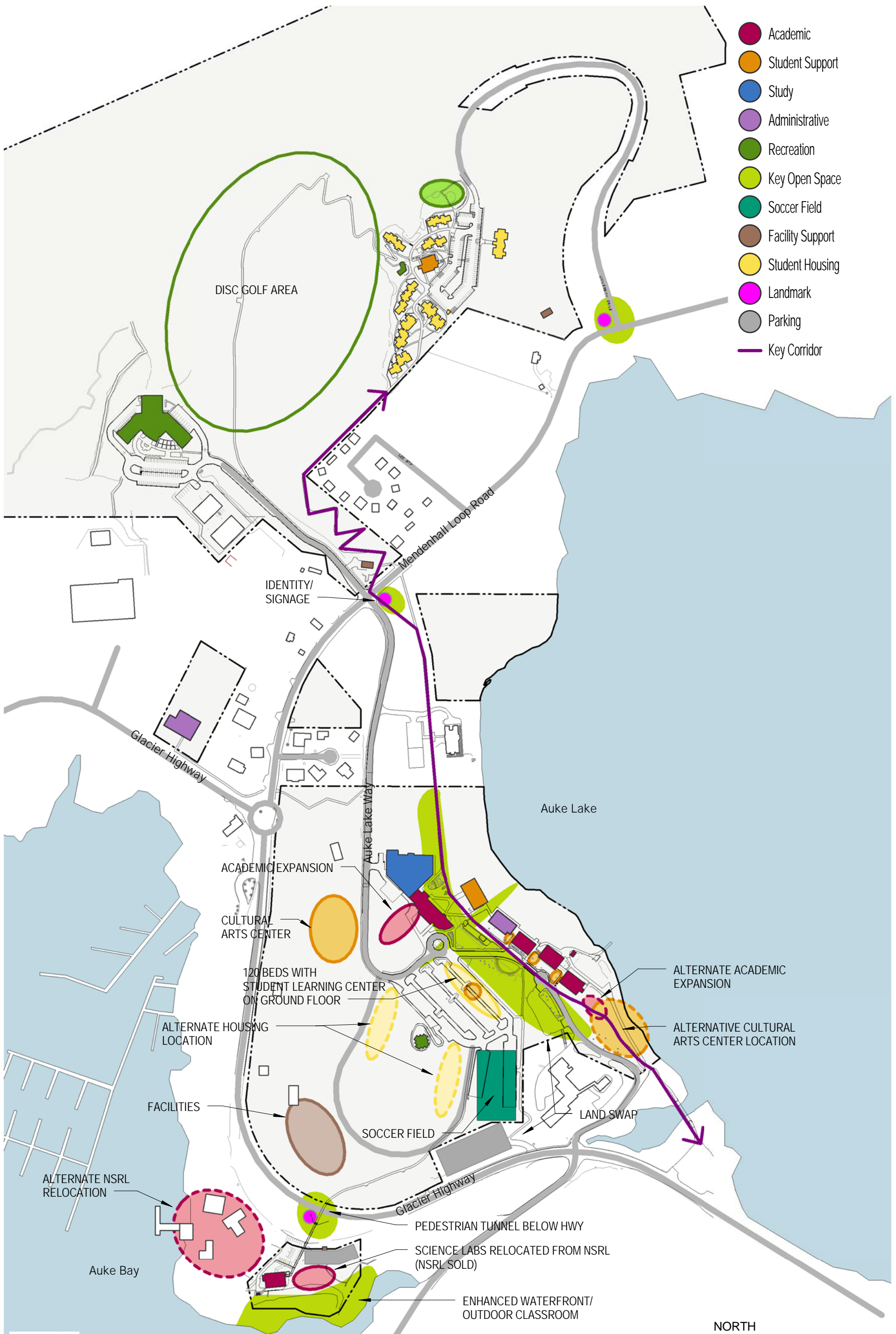
## Planning Concepts

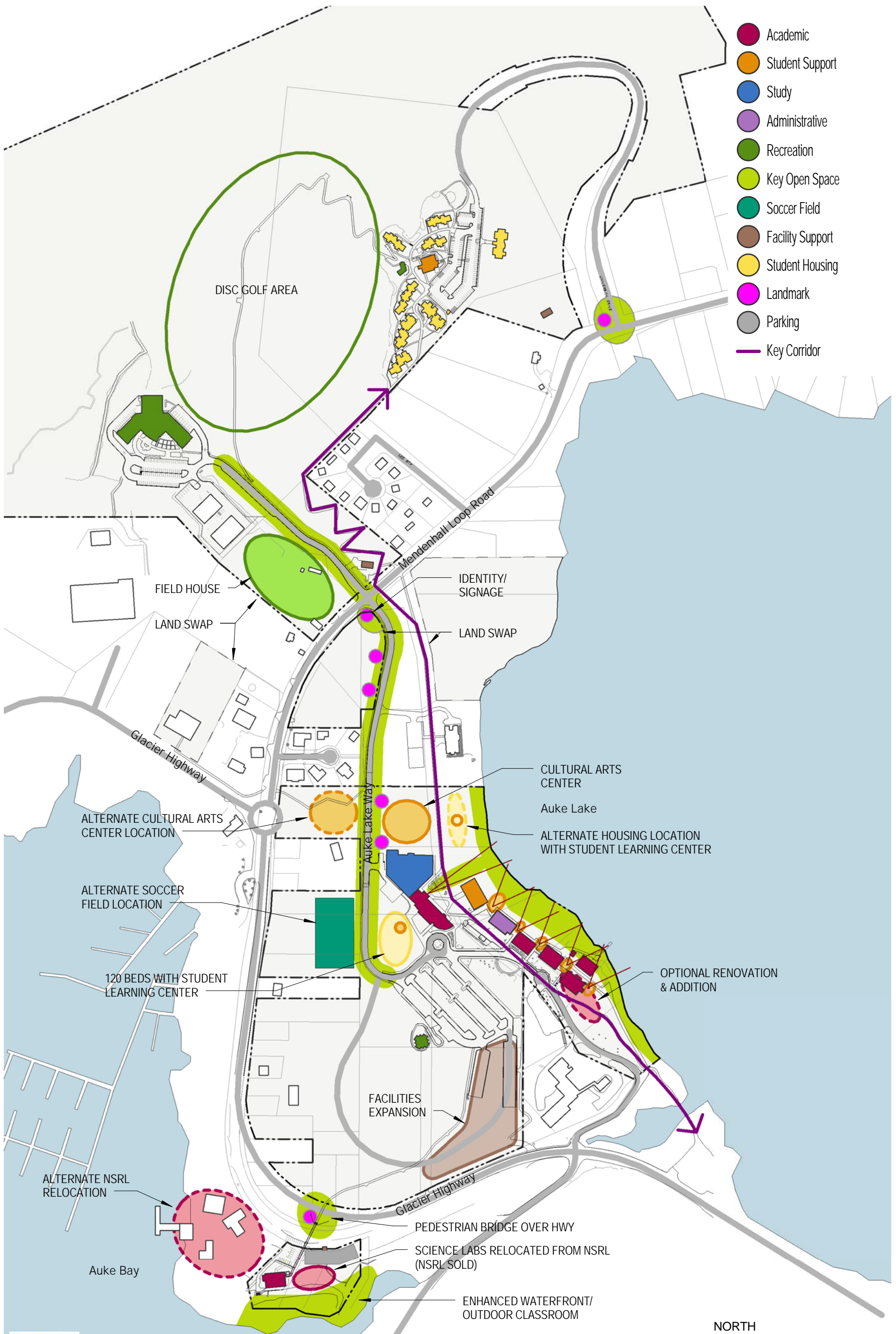
The following diagrams illustrate three planning concepts that respond to UAS's evolving space needs. The concepts tested three alternative approaches to campus infill, each outlining building, open space and circulation development.

The planning concepts were presented and discussed at a campus master plan open house in August 2012. Participant feedback gathered at this open house contributed to refinement of the campus planning options and the resulting formulation of the final campus plan.



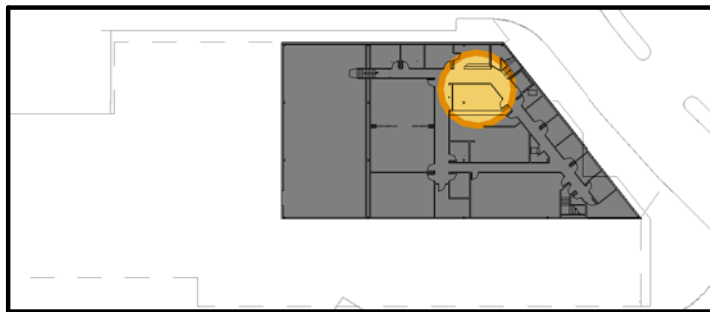
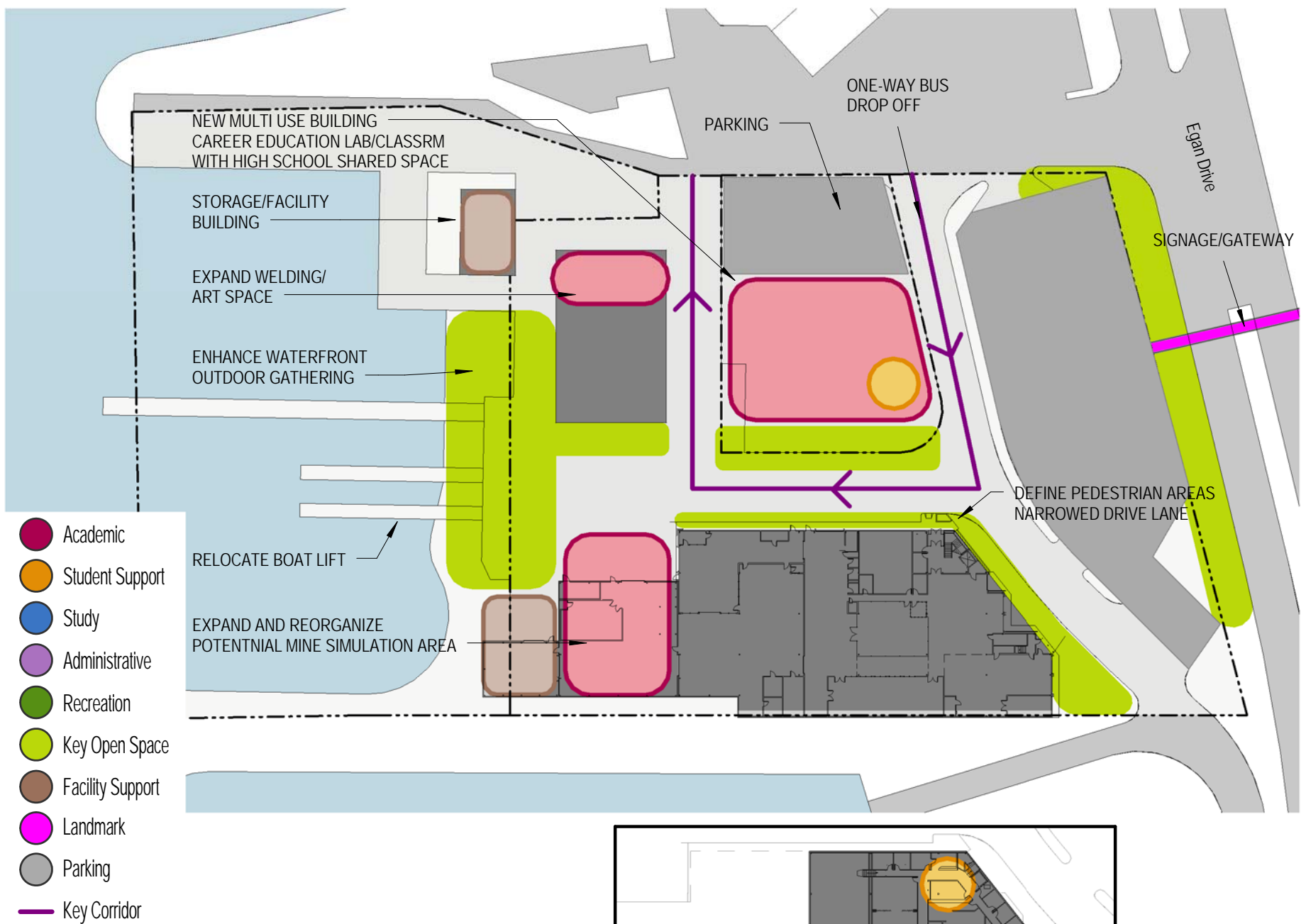






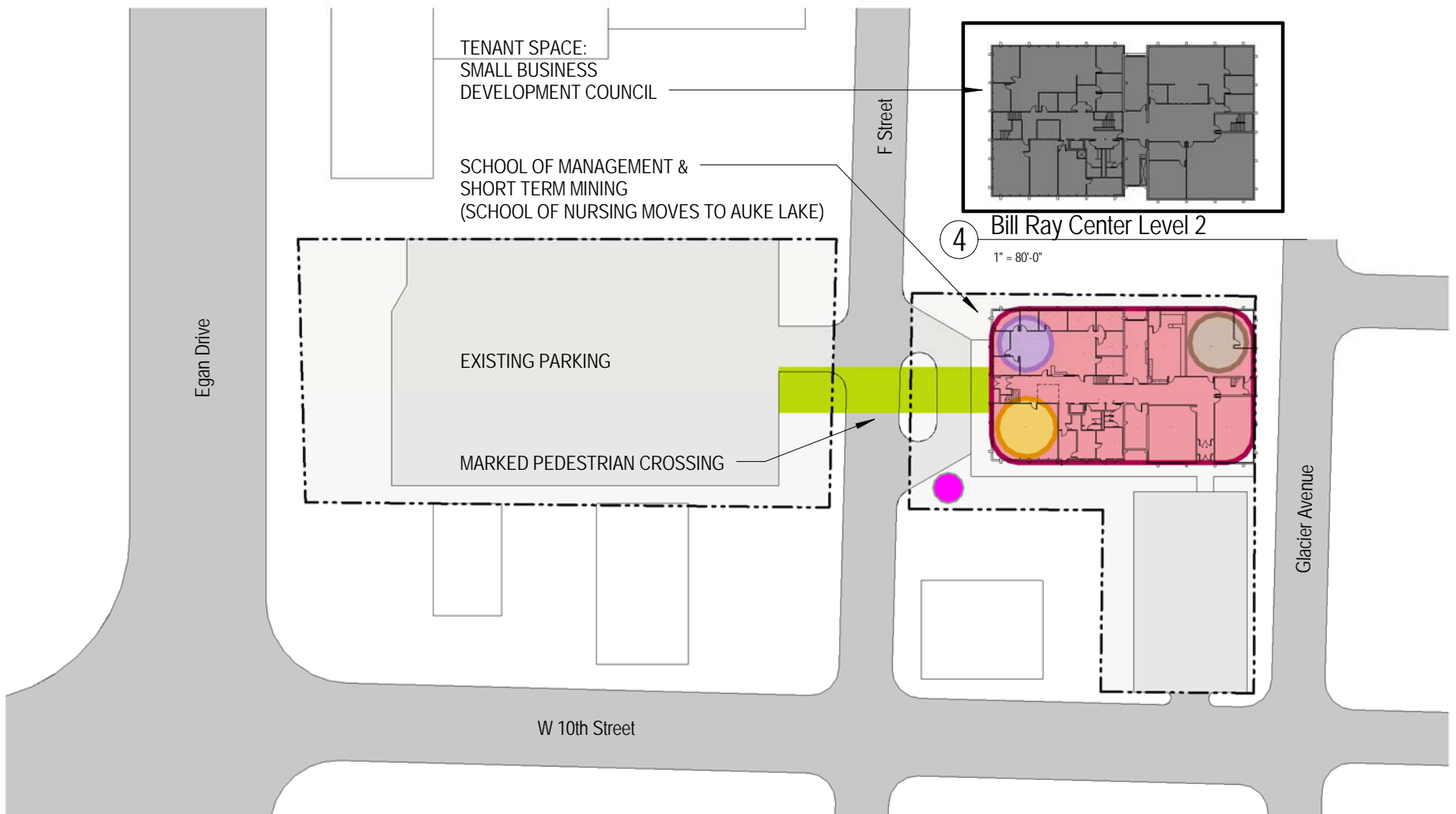
- Academic
- Student Support
- Study
- Administrative
- Recreation
- Key Open Space
- Soccer Field
- Facility Support
- Student Housing
- Landmark
- Parking
- Key Corridor



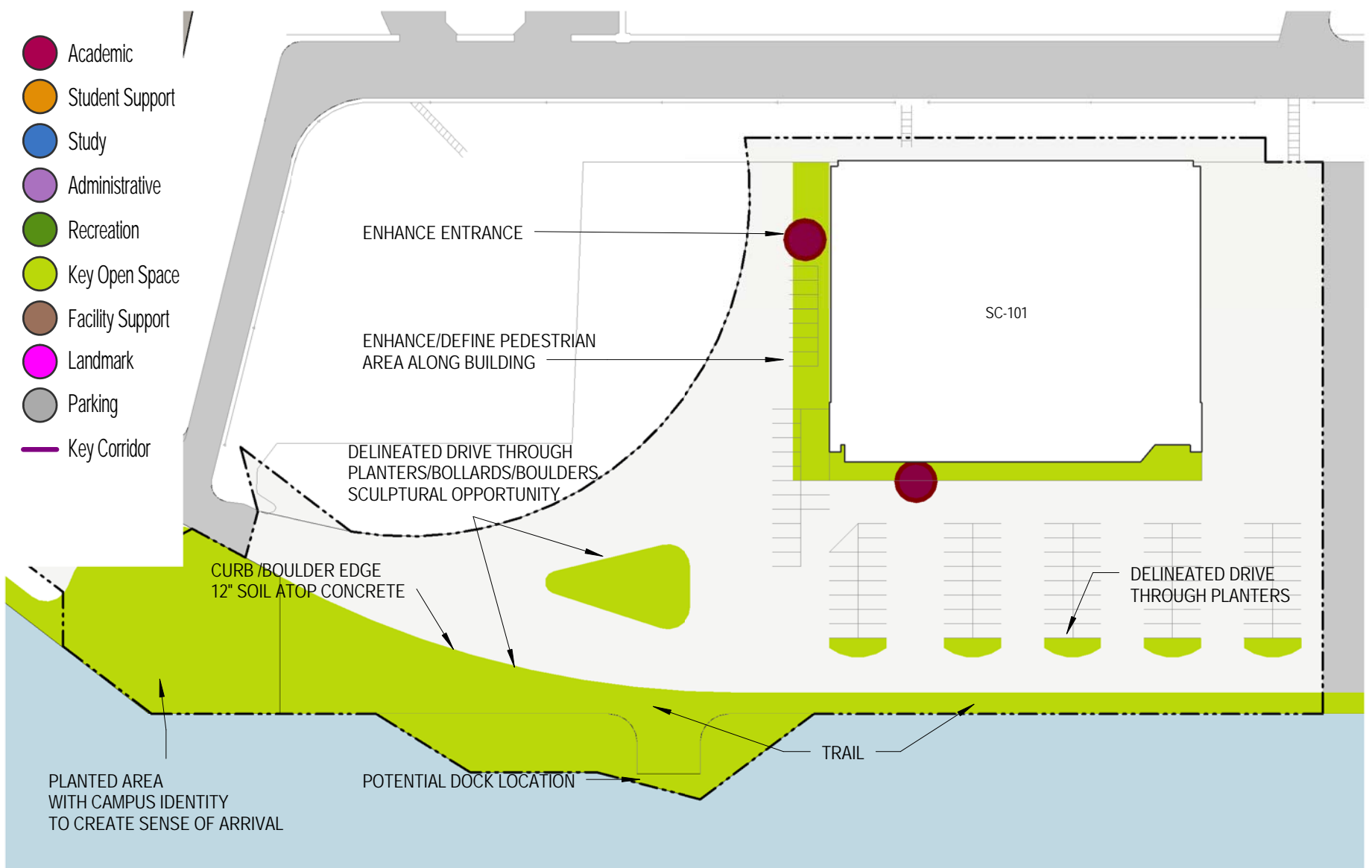


① Marine Core / Marine Technology Buildings: Career Ed Centers of Excellence  
1" = 80'-0"

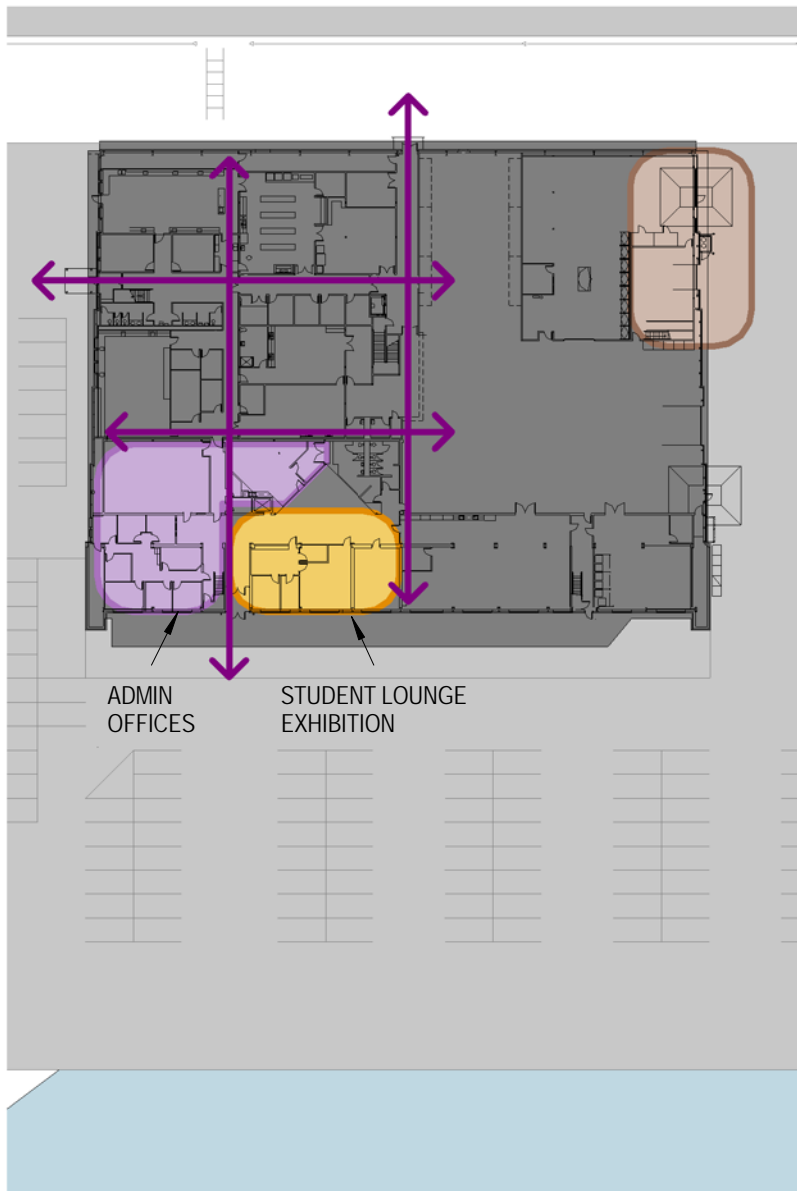
③ Marine Technology Building Level 2  
1" = 80'-0"



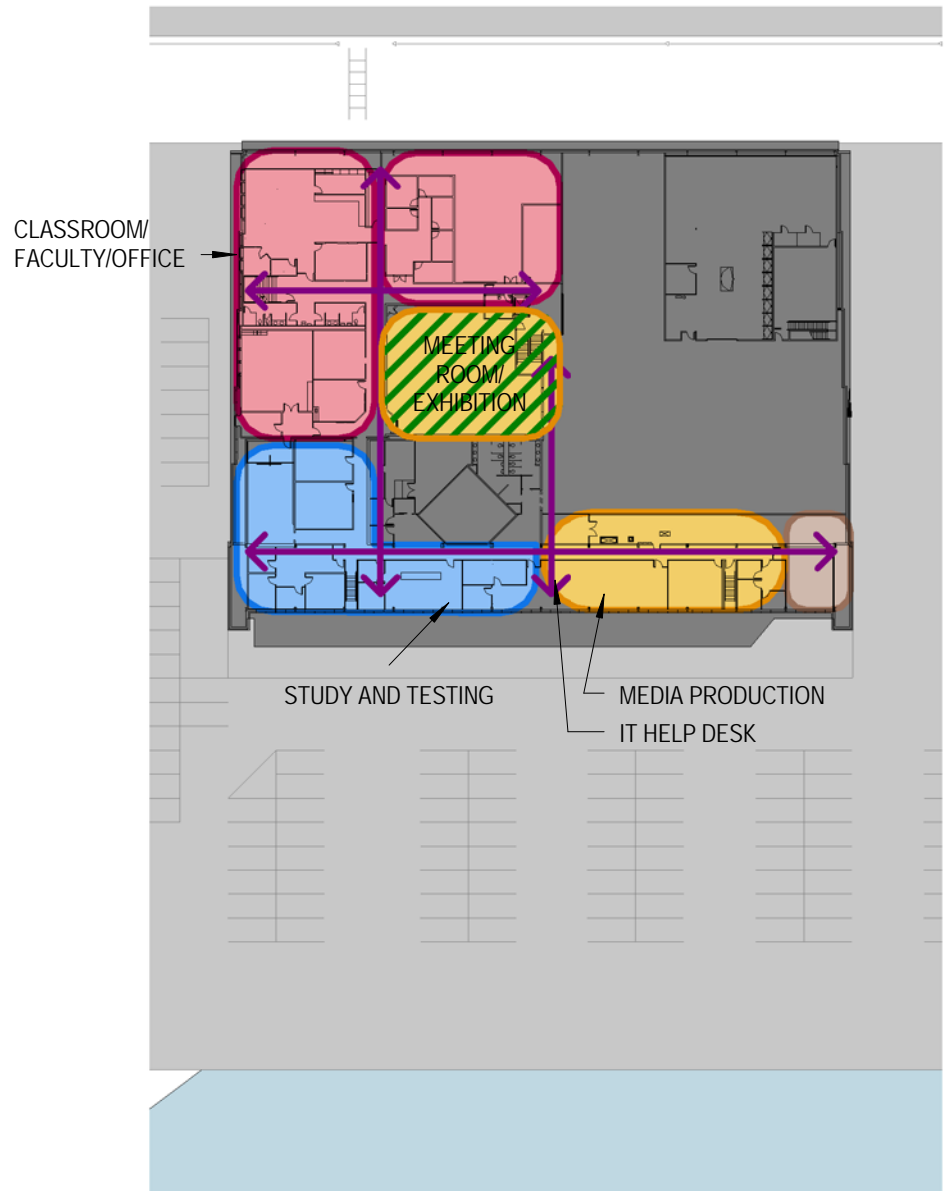
② Bill Ray Center: Downtown Synergies  
1" = 80'-0"



① Sitka Campus Concept  
1" = 100'-0"



② Hangar Level 1 Concept  
1" = 80'-0"



③ Hangar Level 2 Concept  
1" = 80'-0"



